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ABSTRACT

The Illinois Community College Board created this document that discusses accountability and productivity in Illinois Community Colleges in the fiscal year 2003. This report includes results of 131 academic, 889 career and technical education, and 54 adult and developmental education programs. The summaries include both program strengths and the challenges faced by colleges in an effort to keep instruction relevant while maintaining cost efficiency. The academic program review concluded that all programs should continue with minor improvements such as developing a mentoring program for new faculty, providing alternatives in the delivery of instruction, and seeking diversity in faculty recruitment. The adult/ESL education program was also recommended to continue with minor improvements. The review for the Career and Technical Education Program led to a variety of outcomes depending on the specific program. The document provides information regarding each college. Overall, the majority (668) programs were continued with minor improvements and only 109 programs were identified for elimination. The document concludes by stating that this report provides evidence that Illinois Community Colleges play a vital role in the state's educational and workforce preparation by serving the needs of a million diverse students. Contains 8 tables. (MZ)

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In The Community College System

October 2003

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ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 2003

TABLE OF CONTENTS

Page

Introduction 1

Analyses of the Results of Fiscal Year 2003 College Program Review
- Academic Program Review 1
- Adult Education and Family Literacy, English as a Second Language, and Developmental Education Program Review 5
- Career and Technical Education Program Review 8

Summaries of the Career and Technical Education Program Reviews
- Business Administration and Management 8
- Purchasing, Logistics, and Materials Management 10
- Office Supervision and Management 11
- Operations Management and Supervision 11
- Administrative Assistant/Secretary 12
- Executive Assistant/Secretary 13
- Legal Administrative Assistant/Secretary 14
- Medical Administrative Assistant/Secretary 15
- Court Reporter 16
- Information Processing Technology 17
- General Office/Clerical Services 18
- Cosmetology 19
- Massage Therapy 20
- Civil Engineering Technology 21
- Dental Assistant 22
- Dental Hygiene 23
- Dental Laboratory Technology 24
- Cardiovascular and EKG Technology 25
- Electroencephalograph (EEG) Technology 26
- Emergency Medical Technology 26
- Nuclear Medicine Technology 27
- Radiologic Technology 28
- Respiratory Therapy Technology 30
- Surgical Technology 31
- Diagnostic Medical Sonography 32
- Renal Dialysis Technology 33
- Baking/Pastry Arts 34
- Culinary Arts 35
- Food and Beverage/Restaurant Operations Management 35

TABLE OF CONTENTS
(Continued)

Page

Kitchen Assistant 36
Institutional Food Services 37
Dietetic Technology 38
English and Technical Business Writing 38
Fire Safety Technology and Administration 39
Fire Science Technology 40
Building/Property Maintenance/Management 41
Construction Specialties 42

Summary of Analyses of Career and Technical Education Program Reviews and Recommendations 43

Summary and Conclusions 44

Appendix A - Community College Program Review Summary Tables

Table A-1: List of Programs Reviewed by Community Colleges During FY 2003 48

Table A-2: Summary of FY 2003 Reviews of Occupational Programs by College 50

Table A-3: Occupational Programs Eliminated through Program Review in FY 2003 52

Illinois Community College Board

ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 2003

Introduction

Analyses of the Results of Fiscal Year 2003 College Program Reviews

In 1983, the Illinois Community College System began a broad-based accountability initiative through regular review of instructional, administrative and support services programs. Today the process continues to be a major accountability effort proven to be flexible enough to address the constantly changing policy issues and priorities of the various community college districts. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of programs once every five years. The review is based on three criteria: program need, program cost, and program quality.

This report summarizes the results of academic, career and technical education, adult education, and developmental education programs that were reviewed during fiscal year 2003. Summaries include both program strengths and the common challenges colleges face in keeping instruction relevant while maintaining cost-efficiency. Specific quality improvements at the local level are also highlighted. During fiscal year 2003, community colleges reviewed **131 academic, 889 career and technical education, and 54 adult and developmental education programs. A table illustrating this information by college can be found in Appendix Table 1.**

Academic Program Review

Community colleges review academic programs at least once every five years and each college determines when such reviews occur. This year 131 academic programs were reviewed. All were recommended for continuation with minor improvements. Every reporting year, an array of innovative program improvements are described. In fiscal year 2003 reports, certain topics could be found across various discipline reviews. These include developing a mentoring program for new faculty, ensuring consistency between full-time and part-time faculty in student assessment, providing alternatives in the delivery of instruction, seeking diversity in faculty recruitment, and continuing to internationalize general education.

Program Need. In general, the need for academic coursework is apparent, as it provides the foundation for all degrees, whether occupational or transfer. General education courses develop a breadth of knowledge essential to a greater understanding of the world in which we live — its presence in the universe, its peoples, its environment, and its complexities. For specific disciplines,

colleges examine enrollment and retention data to determine what program improvements may be necessary to validate program need.

Program Cost. Community college program review reports provide evidence that costs are generally in line with state averages. Variations arise when numerous faculty are adjunct or long-tenured, when costly expenditures such as major technological upgrades occur at one time, and with particularly high or low enrollment numbers.

Program Quality in Communications: Courses in English composition and speech are the cornerstone of college curricula. A student who experiences difficulty in these courses is likely to be at a great disadvantage in other general education courses. Rock Valley College noted that composition is a "vital educational component" for three student populations: those fulfilling general education requirements for transfer, those taking courses required in their major, and those enrolling in courses that support career and technical programs.

All colleges address the needs of students such as offering remediation, providing tutoring, or accommodating various learning styles. Writing centers to assist students with their assignments are common throughout the system. Elgin Community College has a variation of this in which students in remedial/developmental courses have access to tutors in their classroom one day a week. The college also offers a self-paced, interactive, multimedia English program that allows conferencing opportunities between individual students and faculty. Alternative means of course delivery promote accessibility to higher education and promote student success.

College of Lake County's Academic ESL (English as a Second Language) program is seeking to become a center for the University of Cambridge's CELTA (Certificate in English Language Teaching for Adults) program. The college also reported on its nationally recognized Graduate Student Internship Program, in which graduate students from various nearby universities participate in teaching composition courses and being mentored in the community college experience.

Olive-Harvey College requested that departments address the use of advanced technology in their program review reports. The English and Speech Department reported that its web site provides basic information about courses and provides research tools and a forum for publishing student work. In addition, speech courses are video-taped for critiquing at a later date, Power Point software is used for class lectures, a speech-outlining Windows template is available for student use, and all student papers must be word-processed. Instructors have participated in web-based course design in a partnership project with Chicago State University that promotes the development of online courses. Other questions that were college-specific include the techniques or methodologies used to assess student learning outcomes in this disciplinary area, major changes that have occurred since the last program review, and programmatic strengths and weaknesses..

Program Quality in Social and Behavioral Science: Social science courses are "key in developing an awareness of global issues [as] an essential component of students' future," reports Danville Area Community College. The college was among several colleges that reported continuing progress toward internationalizing the curriculum.

Program Review reports provide evidence of continued efforts to promote awareness of diversity in the classroom. Prairie State College has offered an institution-wide Diversity Learning Circle for the past five years. It is a class project option that is open to students enrolled in social science classes each spring. The college reports that students, staff, faculty, and administrators have participated in the dialogue.

Technology is a common topic in program review reports. At Danville Area Community College, the college's entire political science curriculum is now online. Interactive video-conferencing is routinely offered on the latest governmental and information topics, such as from the Department of Justice and Department of Homeland Security.

Colleges described the importance of various skills as applied to social science courses. For example, Danville Area Community College requires competency in reading and writing prior to registration in every social science class to assure student success. McHenry County College emphasizes quantitative reasoning in its Introduction to Sociology course, with required data-analysis labs in all classroom sections. Critical thinking is promoted throughout the social sciences, but particularly in classes on social problems.

An emphasis on the quality of teaching was mentioned by several colleges. McHenry County College offers mentoring opportunities and support for part-time faculty through stipends, participation in curriculum development and new teaching methods. Danville Area Community College held workshops in teaching theory and methodology in the social sciences to both full-time and part-time faculty. Southeastern Illinois College continued to involve adjunct faculty in the use of instructional technology.

Program Quality in Physical and Life Science: In its report, Morton College recognized the decline in the number of students entering engineering, chemistry and pre-med courses of study, which has impacted enrollments in advanced chemistry courses. However, the number of students entering nursing and pre-pharmacy programs has brought about increased enrollments in beginning chemistry courses to the extent that additional sections have been created.

McHenry County College described its efforts in publicizing its physics program. Posters containing the names, degrees, universities attended and employers have been used on "college nights". In addition, an engineering brochure containing pictures and quotes from former students can be supplied to high school counselors. Radio spots and newspaper articles were also mentioned. Illinois Valley Community College plans to explore options for creating an applied technology course to demonstrate to high school students how physics relates to many occupational programs. Wilbur Wright College will develop experiments and innovative techniques to demonstrate scientific concepts in chemistry and physics to younger students.

College of Lake County has developed an innovative teaching/learning process in the area of physics that contains on-line homework assignments. Individual students access a personalized homework assignment from the college's physics website. The instructor decides the problems to be completed, the number of attempts at a solution that will be allowed and when the assignment can no longer be accessed online. Each students' homework problems are different because a random number generator is used to assign the numerical values used in each problem. The students work their problems, submit their answers, and receive immediate feedback as to whether or not their

solutions are correct. Once an assignment has been graded online, the instructor receives a summary of student scores and other meaningful data. The college reports that student comments about the online homework assignments have been extremely positive.

Program Quality in Humanities and Fine Arts: Several colleges reviewed foreign languages in their FY 2003 reports. In recent years, declining enrollments in French, German, and several other languages have been noted, while increased enrollments have been evident in Spanish. McHenry County College reported numerous requests for courses such as Spanish for teachers, Spanish for medical personnel, and Occupational Spanish for Law Enforcement Officers. McHenry reports that instructors in foreign language courses are videotaping students' oral presentations throughout the semester, converting the videos to digital format, compressing the videos and making them available to students via the internet. Students watch their presentations from home and participate in a peer evaluation process. At the end of the semester students receive a CD-ROM on which their oral presentations were compiled throughout the course. This provides tangible evidence of their growth over the semester.

Although academic disciplines are not usually withdrawn, College of DuPage plans to suspend its Korean Language program and Russian language program. Low enrollments, relatively-high attrition, and the retirement of faculty were identified as causes.

To cut costs, Harold Washington College's humanities, fine arts and philosophy departments are utilizing *Blackboard on Campus™*, an e-Education system that offers a way to manage course information. E-mail is used to communicate with students individually or as a group outside the classroom. Electronic student portfolios can be compiled to demonstrate knowledge acquisition. Course materials such as syllabi and handouts can be posted online. The college reports that approximately $1400.00 per year will be saved on copying expenses alone.

Program Quality in Mathematics: Parkland College reports that transfer math courses have increased overall in the past four years. The enrollments in the math/engineering sequence have declined while the courses in the business administration sequence have shown substantial growth. In an effort to improve retention, the "math assessment committee," an established committee within the department, recommended more group work, more collected homework, and the use of student lecture guides. As a result, retention increased 7 percent. The committee monitors the results on core questions from each class, examines retention results, and reviews the goals and objectives of each course. The college also offers some sections of remedial coursework that meet one extra hour per week to better serve students who may need extra help.

Adding the requirement of geometry as a minimum prerequisite to all math courses (as required for statewide course approval by the Illinois Articulation Initiative's General Education Mathematics Panel) increased enrollments in geometry 32 percent between fiscal years 2001 and 2002 at Waubonsee Community College. Lincoln Land Community College reports that with the enforcement of placement testing and pre-requisites at registration, enrollment in developmental courses has increased and student success rates in subsequent classes has risen.

Heartland Community College established options for students by offering two different intermediate algebra classes. One class was developed for students intending to take intermediate algebra

followed by college algebra, with a goal of proceeding to the calculus sequence. The other class was developed for students intending to take intermediate algebra, college algebra and eventually, finite math. The goal is to increase student success by tailoring instruction to meet student needs.

Math faculty at Lincoln Land Community College have worked with various city schools as part of the Gear Up Program, a grant program designed to increase the number of low income students who are prepared to enter and succeed in postsecondary education. The faculty have been active partners with classroom teachers to help at-risk children improve their math skills from middle school through high school.

Adult Education and Family Literacy, English as a Second Language, and Developmental Education Program Review

Colleges are required to review their Adult Education and Family Literacy, English as a Second Language (ESL) and Developmental Education programs at least once every five years, according to a schedule developed by each college. This year, 54 related programs were examined, and all were recommended for continuation with minor improvements.

Adult Education and Family Literacy and English as a Second Language Programs

Adult Education and Family Literacy programs serve students 16 years of age and older who have less than a high school education and are no longer enrolled, or have never been enrolled, in school. The programs provide education and support services for students wishing to improve their basic skills or to acquire a high school diploma or its equivalent - General Education Development (GED). These programs may also serve students who are determined to, through a skills assessment, lack the basic skills necessary to succeed in employment or further education and training. ESL programs serve non-native English speaking students by providing reading, writing and math instruction for gaining or improving English language skills. Students may take related instruction through programs offered by community colleges, community-based organizations, or other educational agencies. Sixteen colleges reported on programs in these categories.

Program Need: All colleges reporting indicated a need for Adult Education and Family Literacy programs. While enrollments fluctuated somewhat among the levels of Adult Basic Education (ABE) and Adult Secondary Education (ASE), overall enrollments remained stable or increased at all of the colleges. The college reports also confirmed a growing need for ESL programs. Colleges with the largest ESL programs reported stable enrollments, and pointed out that issues of capacity prevent them from serving more students, as the need for ESL is growing. According to the *2003 Data and Characteristics of the Illinois Community Colleges System,* 58,885 students were enrolled statewide in ABE/ASE programs at community colleges during fiscal year 2002, and 75,340 students were enrolled in ESL programs at community colleges during the same period. Several colleges commented that enrollments of younger students in these programs is increasing, a trend that was noted in the fiscal year 2002 report as well. Some adjustments have been made in the curriculum to accommodate the younger students, but it was noted that these students are less mature and in

some cases have issues that prevent them from being successful. Some of the colleges reported increased rates of completion and/or placement in employment over the period of the review.

Program Cost: All of the colleges reporting indicated their ABE/ASE and ESL programs were cost-effective, primarily due to the use of part-time instructors and staff and large enrollments. One college indicated that partnerships with local business and agencies also helped reduce program costs. The majority of the colleges reported program costs that compared favorably with the statewide or peer group average costs. Colleges with program costs that exceeded those averages still considered the programs to be cost-effective in relation to the needs of the populations served.

Program Quality: Colleges identified common program strengths as experienced and dedicated faculty and staff, flexible class schedules and formats, multiple instructional sites, access to student support services, and the availability of the GED on-line. Common program weaknesses include the need for additional instructors and staff to serve additional students and provide more intensive follow-up services, the need for more full-time staff, decreasing or uncertain funding, and inadequate facilities and instructional materials. In addition, two colleges expressed needs in the areas of transportation and child care.

Specific quality improvements and innovations in ABE/ASE and ESL programs include efforts to transition program completers into college-level courses. Harry S Truman College reported that during the review period, an average of 1,103 credit students enrolled each Fall semester were originally in ABE/ASE or ESL classes. The college offers an ESL Incentive Program that makes some credit courses available at no cost to upper-level adult education students. At Illinois Eastern Community Colleges, many students enroll simultaneously in ABE/ASE and developmental courses. Illinois Valley Community College offers a GED transition class in partnership with the Academic Enrichment Office at the college, as well as an ESL bridge class. Colleges have also developed partnerships that benefit students. Both Wilbur Wright College and Black Hawk College noted that they partner with the IETC to provide access to these programs and services. Lake Land College described the programs as an integral part of workforce development through collaboration and partnership with other Adult Education providers, WIA, DHS local offices, and other social service agencies. Lincoln Land Community College and Illinois Valley Community College cited partnerships with area businesses and social service agencies that resulted in extensive social service referral networks and increased student retention. Black Hawk College, Richard J. Daley College, and Illinois Eastern Community Colleges all reported that training has been provided for faculty and staff in working with students with special needs. To increase students' employability skills, Joliet Junior College, Richard J. Daley College, and Harry S Truman College have all integrated computer skills in courses at all levels.

Developmental Education Programs

Community college developmental education programs are essential to serve students whose skills in English, mathematics or reading are below college level in order to provide them with the opportunity to be successful in college. Community colleges provide the vast majority of the state's developmental education courses. During fiscal year 2003, 12 colleges reviewed their developmental education programs. Seven colleges reported on all developmental education, which includes English, math and reading, while the remaining colleges reported on only one or two of these developmental areas.

Program Need: All colleges reporting indicated stable or increasing enrollments in developmental education courses, with math being the area of greatest need. Several colleges reported that a substantial portion of all enrollments in math occur in developmental courses. Retention rates were generally lower for developmental courses than for college-level courses, however, a few college reports documented improvement in the rate at which students successfully completed developmental coursework. Colleges have also focused attention on student outcomes in subsequent college-level courses to inform efforts to improve programs and policies. For example, Danville Area Community College reported that about 89 percent of students who place into developmental English successfully complete college-level English courses if they took the developmental grammar and writing courses in consecutive semesters. Success rates dropped significantly if students took longer to complete the developmental sequence. Illinois Valley Community College provided an example of how external factors in a college district can impact the need for developmental education. The college experienced an increase of over 40 percent in enrollment in developmental education courses between Spring 2001 and Spring 2002 largely due to the closing of industries in the district. Approximately 1,200 displaced workers have gone through the college's Dislocated Worker Center. Nearly 20 percent of them returned to school, and many needed developmental education to sharpen their basic skills, particularly in math and English.

Program Cost: All colleges reporting indicated that developmental education programs are cost-effective. Colleges attributed lower-than-average program costs to large enrollment and heavy reliance on adjunct faculty. Conversely, colleges attributed higher-than-average program costs to the use of full-time faculty and/or small class sizes, which they felt contributed to the quality and effectiveness of the programs. The colleges still considered these programs to be cost-effective in relation to the size and needs of the population served.

Program Quality: Colleges identified common program strengths as highly qualified and dedicated faculty and staff, flexible scheduling at multiple locations, the availability of student services, and the use of technology to provide access and supplemental self-paced tutorials. Weaknesses most commonly identified include lack of full-time faculty and the need for greater collaboration between part-time and full-time faculty to support transition of students to college-level courses.

Specific quality improvements and innovations in developmental education programs include a strong Learning Skills Center at Lincoln Trail College that was recently reorganized to accommodate additional computers and repositioned to increase its visibility to students. At Parkland College, many developmental classes use other successful students as class mentors and graders. The goal is to promote daily homework and allow developmental education students to establish relationships with students who have been successful. The college also implemented mandatory labs for students repeating certain developmental math courses. Implementation of mandatory reading and writing placements, as recommended in the previous program review, resulted in improved student outcomes at the College of DuPage. The college also developed the Individualized Developmental Skills Program that offers a competency-based, individualized approach that is customized to students' particular needs. In 2002, 1225 students enrolled in the program at five different locations throughout the college district.

Career and Technical Education Program Review

All career and technical education programs are reviewed within a five-year period. Each year, community colleges review specific career and technical education programs and submit their findings to the Illinois Community College Board. This year, 889 career and technical education programs were reviewed at the colleges.

Based on the analysis of their program review outcomes, colleges can elect to (1) continue programs with minor improvements, (2) continue programs with significant modifications, (3) discontinue or eliminate programs, or (4) schedule programs for further review. Reasons for modifying programs might include updating a curriculum to better suit the needs of local business, while elimination of programs might be based on low enrollments and high costs. Many colleges choose to address these concerns through further review of their programs. According to the program review summaries provided by each college, **668 career and technical education programs were continued with minor improvements, 63 programs were significantly modified, 109 programs were identified for elimination, and 49 programs were scheduled for further review during the coming year. A table illustrating this information can be found in Appendix Table 2, and a list of curricula identified for elimination can be found in Appendix Table 3.**

Summaries of the Career and Technical Education Program Reviews conducted during Fiscal Year 2003

Please note: *For all of the following career and technical education program summaries, the number of colleges offering training may not match the number of colleges that reported on the program status chart. This is because some programs are currently inactive, are too new to conduct a meaningful review, colleges reported in the summary may offer more than one program in that specific program area, or colleges may have notified ICCB of circumstances that warrant postponing the review.*

In program summaries where information from the Follow-Up Study of Career and Technical Education Program Graduates is "NA", or Not Available, there were either too few respondents to the Follow-Up Survey for inclusion in the report or the specific program category is an Illinois-specific classification. This means that Follow-Up Survey data is not broken down by specific program category, but has been combined with its related national program category for which data is available.

Business Administration and Management
Programs that prepare individuals to plan, organize, direct, and control the functions and processes of a public or private firm or organization.

Number of Colleges Offering Training	**37**
2002 Follow-up respondents employed or continuing education	**91.5%**
2002 Follow-up respondents working full-time	**88.8%**
2002 Follow-up respondents working in related jobs	**73.1%**

Results of This Year's Program Review: Thirty-seven program review reports were received this year in Business Administration and Management. As a result, 89 community college programs will be continued with minor improvements, six will be significantly modified, 14 will be discontinued, and four have been scheduled for further review in the coming year.

Program Need: According to 2000-2010 projections from the Illinois Department of Employment Security, statewide employment in careers related to training in Business Administration and Management are expected to experience significant growth. Between 2000 and 2010:

- Advertising and Promotions Management careers are expected to increase 27.08% or 1,570 positions;
- Marketing and Sales Manager positions are expected to increase by 24.93% or 8,673 positions;
- Sales Manager positions are expected to increase by 24.7% or 5,617 positions;
- Administrative Services Manger positions are expected to increase by 18.26% or 3,826 positions.

Colleges report significant increases in enrollments in Business Administration and Management over the past five years and expect a very favorable market for program graduates through 2010.

Program Cost: Colleges indicate that Business Administration and Management programs are very cost effective. Increased enrollments, low overhead costs, and programmatic partnership with the Illinois Department of Corrections are cited as explanations for these low unit costs. However, a few programs related that program costs were above their college average due to low enrollments combined with high faculty salaries. Several of the colleges reporting higher unit costs are attempting to affect change in this area by increasing marketing efforts, offering more sections during evening hours and relying more heavily on adjunct faculty.

Program Quality: Common strengths in Business Administration and Management programs, as reported by the colleges, include courses that are competency based and sequenced so educational experiences can build on one another; well-qualified faculty with excellent business credentials; successful student organizations; on-line course offerings; and flexible degree options. Weaknesses include need for computer lab and equipment upgrades; low program completion rates; need to increase number and scope of internship options; lack of a strong marketing plan; steadily increasing unit costs, and a low number of minority faculty.

Specific program quality improvements to business administration and management programs at the colleges include College of DuPage offering hybrid courses which combine classroom and Internet-based instruction, in an effort to expand opportunities for students who can attend class at regularly scheduled intervals. Many colleges indicated already offering many or all of their business administration and related courses on-line or through distance learning. Triton College, with input from its program advisory committee, developed programs in Human Resources Management, and added several new topics courses to their existing Business Administration degree, including stress management, time management, and women in business. Lewis and Clark Community College instituted an accelerated business degree program for working adults, titled "AIM for Associates in Management". AIM allows students who would typically need 5-6 years of part-time course taking to complete the program, to take courses in an accelerated format and decrease their completion time

to 3 years. Numerous colleges indicated plans to develop new short-term certificates to meet the needs of Business and Industry Center partners.

Purchasing, Logistics, and Materials Management
Programs that prepare individuals to plan, acquire, and organize the purchase, transportation, and delivery of goods, products, or services for a firm or organization.

Number of Colleges Offering Training	**13**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Three community college programs in Purchasing, Logistics, and Materials Management will be continued with minor improvements, and twelve will be discontinued.

Program Need: The Illinois Department of Employment Security forecasts negative growth for certain careers related to training in Logistics and Materials Management, and limited growth in others. Specifically, employment projections for Purchasing Managers is anticipated to decrease by 5.21%, or 442 positions, by 2010. However, Transportation, Storage and Distribution Manger employment is forecast to rise by 13.41%, or 960 positions, during the same period. These two employment areas fall in between the forecasted state average of 11.96% of growth through 2010. The three colleges who chose to discontinue their programs indicated their decision was a result of lowering enrollments and declining employment opportunities for graduates.

Program Cost: The two colleges that indicate they will continue their Logistics and Materials Management programs report their programs are cost effective.

Program Quality: Common strengths in Purchasing, Logistics and Materials Management programs, as reported by the colleges, include uniformity and portability of the American Production and Inventory Control Society (APICS) curriculum, excellent advisory involvement from APICS, curricular connections between the certificate and Management degrees, well-qualified faculty members, and partnerships with business to provide credit hour courses at their facilities. Weaknesses include difficulty locating qualified faculty for advanced courses, student expense, and enrollment fluctuations.

Specific quality improvements at the colleges include Parkland College and Illinois Central Colleges offering their programs on-site with local industry.

Office Supervision and Management
Programs that prepare individuals to supervise and direct the operations and personnel of business offices or departments within public or private firms and organizations.

Number of Colleges Offering Training	**14**
2002 Follow-up respondents employed or continuing education	**95.9%**
2002 Follow-up respondents working full-time	**82.9%**
2002 Follow-up respondents working in related jobs	**58.5%**

Results of This Year's Program Review: Four program review reports were received this year in Office Supervision and Management. As a result, two community college programs will be continued with minor improvements, one is scheduled for further review in the coming year, and one will be discontinued.

Program Need: According to employment projections from the Illinois Department of Employment Security, statewide employment forecasts for careers related to training in Office Supervision and Management are positive. Job growth for Administrative Services Managers is expected to increase by 18.26% between 2000 and 2010, providing a projected 3,826 job openings. This occupation is experiencing faster growth than the statewide projected rate of 11.96%. The sole college that chose to discontinue its program indicated the decision was a result of lowering enrollments and declining demand for graduates.

Program Cost: The three colleges that indicate they will continue their Office Supervision and Management programs report that their programs are cost effective. One reporting college noted that its program employed a full-time faculty member at the high end of the pay scale, which pushed that unit costs above state average. College report that unit costs are declining due to careful sequencing of courses and increased usage of adjunct faculty.

Program Quality: Common strengths in Office Supervision and Management programs, as reported by the colleges, include professional certification options, curricular connections between the certificate and degree options, strong student demand for programs, and use of updated equipment and software. Weaknesses include low earning potential for graduates, the need for constant re-education of program graduates, student retention problems, and competition for lab space/time for program participants.

Operations Management and Supervision
Programs that prepare individuals to direct and control the physical and/or technical functions of a public or private firm or organization, particularly those functions related to development, production and manufacturing.

Number of Colleges Offering Training	**11**
2002 Follow-up respondents employed or continuing education	**92.9%**
2002 Follow-up respondents working full-time	**100%**
2002 Follow-up respondents working in related jobs	**76.9%**

Results of This Year's Program Review: Five program review reports were received this year in Operations Management and Supervision. As a result, all thirteen community college programs will be continued with minor improvements.

Program Need: According to 2000-2010 projections from the Illinois Department of Employment Security, statewide employment in careers related to training in Operations Management and Supervision are expected to experience growth. Industry projections, as reported by the colleges, expect job growth between 10% and 20% through 2010. Enrollment trends for these programs as a whole, show an increase in credit hours and completions over the past five years. One college reports that 97% of program students are employed and 75% earn one or more promotions while attending class.

Program Cost: Colleges overwhelmingly indicate that Operations Management and Supervision programs are cost effective. Reasons for these low unit costs include the use of qualified adjunct faculty, classes run consistently at capacity, and the fact that these programs do not require the purchase or maintenance of expensive lab equipment.

Program Quality: Common strengths in Operations Management and Supervision programs, as reported by the colleges, include strong curricula that follows the Society for Human Resource Management (SHRM) criteria, increased student enrollment and retention, well-qualified faculty with many years of business management experience, high demand for program graduates, and strong relationships with relevant business and industry. Weaknesses include lack of space to expand, negative impact of the slowing economy on employment options, lack of an on-line delivery option, and a need to better market programs to industry.

Specific quality improvements at the colleges include both McHenry County and Joliet Junior Colleges offering programs in an accelerated format, targeted at working adults or students who need to work part-time while completing their degree. In addition, several colleges indicate the development of on-line courses within these programs.

Administrative Assistant/Secretary
Programs that prepare individuals for supportive positions to one or more mid-level managers or departments within public and private businesses or organizations. This includes instruction in business communications, report preparation, filing and records management, office procedure management and office supply management.

Number of Colleges Offering Training	**45**
2002 Follow-up respondents employed or continuing education	**94.1%**
2002 Follow-up respondents working full-time	**87.7%**
2002 Follow-up respondents working in related jobs	**80.7%**

Results of This Year's Program Review: Thirty-three colleges reported plans to continue their programs in Administrative Assistant/Secretarial Services implementing minor improvements. Two colleges plan to significantly modify their programs, and six colleges have determined after

reviewing trends in enrollment and the declining opportunities in the local job market that part or all of their programs will be discontinued.

Program Need: The Illinois Workforce Information Center indicates that the current labor forecast is very favorable with an annual regional growth rate of 1% for the central part of the state. Statewide statistics indicate an annual growth rate of 1.2% and more than 1,000 annual job openings. The majority of the colleges expressed a need for the program and program completers in their area and will continue to work toward producing successful employable students. Several colleges indicated that graduates of the program are successful in obtaining full-time employment.

Program Cost: The majority of the colleges reported their programs were cost effective. Colleges that indicated an increase in cost attributed it to the purchase of additional technology equipment and software for their programs. Sequenced courses, adjunct professors, involved advisory committees and comparable curricula all contribute to the cost effectiveness of these programs at the colleges.

Program Quality: All colleges that chose to continue programs indicated that they meet an important need within their communities. Common program strengths reported by the colleges include: committed, knowledgeable and experienced faculty; student organization support and recognition; active advisory committees; industry and local partnerships; full-time employment upon completion; excellent technology and learning resource support; and professional development and internship experience. Program weaknesses included lack of nontraditional students, decreased enrollments, the lack of systematic procedures for curriculum updates, and the number of program completers in relation to course takers.

Specific quality improvements reported by the colleges include Southeastern Illinois College's addition of more on-line courses to provide flexible scheduling for students. John A. Logan College will be offering both block-scheduling and on-line course sections beginning in Spring of 2004. Southwestern will be developing a comprehensive marketing plan for the program to boost enrollments, and the College of DuPage will begin the fall semester offering hybrid courses combining classroom and Internet-based instruction, expanding opportunities for students who are unable to attend regularly scheduled classes. Triton College has incorporated removable drives for the computers, which resulted in increased use of the labs and reduced cost for the college.

Executive Assistant/Secretary
Programs that prepare individuals for supportive positions, similar to those of administrative assistants/secretaries, to specific business executives or top level managers.

Number of Colleges Offering Training	**18**
2002 Follow-up respondents employed or continuing education	**91.2%**
2002 Follow-up respondents working full-time	**76.7%**
2002 Follow-up respondents working in related jobs	**86.7%**

Results of This Year's Program Review: Six colleges reported plans to continue their programs in Executive Administrative Assistant/ Secretary, implementing minor improvements. Two colleges

plan to discontinue their certificates, citing a lack of differentiation from other office career offerings at the college.

Program Need: The Illinois Career Information System (ICIS) indicates that employment opportunities for executive secretaries are expected to grow about as fast as average for all occupations through 2008 nationally and states that computer soft skills will be prized commodities for future job applicants. In Illinois, it is projected that from 2000 through 2010 the total number of positions will increase 7.2% creating 11,941 annual openings for Executive Administrative Assistants. All colleges indicated students were successful in finding employment when they complete the program, supporting the Illinois Department of Employment Security's (IDES) *Job Outlook in Brief* ranking of "Executive Secretaries" as sixth in the state for total number of annual job openings among all occupations requiring some on-the-job training.

Program Cost: All colleges reported their programs to be cost effective. Steady enrollments, community involvement, state-of-the-art computer technology, and a comparable curriculum all contribute to the cost effectiveness of these programs.

Program Quality: Common program strengths reported by the colleges include: committed, knowledgeable and experienced faculty; articulation with secondary schools; strong retention rates; internships; and job availability. Areas where the colleges felt they could improve the program include, program completion, advisory committee participation, enhancement of on-line availability of courses, increased offerings of night courses, and program articulation.

Specific quality improvements reported by the colleges include: Danville Area Community College's campus wide assessment initiative. From these activities faculty have begun to reevaluate how they present class materials, assessment rubrics are being developed and students are now being required to develop portfolios of their classroom work. At Parkland College, the importance of professionalism, ethics, and team building has been recognized and these components have been incorporated into their curriculum.

Legal Administrative Assistant/Secretary
Programs that prepare individuals for supportive positions with lawyers, legal counsels and judges. This includes instruction in legal terminology, business/legal communications, business law, and general clerical procedures as related to a legal office.

Number of Colleges Offering Training	**24**
2002 Follow-up respondents employed or continuing education	**88.2%**
2002 Follow-up respondents working full-time	**100%**
2002 Follow-up respondents working in related jobs	**57.1%**

Results of This Year's Program Review: Six colleges reported plans to continue their programs in Legal Administrative Assistant/Secretary, implementing only minor improvements. One college plans to discontinue one of the certificate offerings, and one college plans to significantly modify its certificate programs.

Program Need: The Illinois Career Information System (ICIS) indicates that employment opportunities for legal secretaries are expected to grow nationally through 2008. In Illinois, it is projected that from 2000 through 2010 the total number of positions will increase 11.6 % creating 911 annual openings for Legal Administrative Assistants. All colleges indicated students are successful in finding employment when they complete the program.

Program Cost: All colleges reported their programs to be cost effective. Steady enrollments, shared time with faculty, community support, dual credit, and a comparable curricula all contribute to the cost effectiveness of these programs at all the colleges.

Program Quality: Common program strengths reported by the colleges include committed, knowledgeable and experienced faculty; dual credit; internships; and job availability. Areas where the colleges felt they could improve the program include program completion, general certificates with no associates degree available at many colleges, and a lack of advisory committee participation.

Specific quality improvements reported by the colleges include: Waubonsee Community College's utilization of the ICCB Performance Enhancement Grant to increase student awareness of courses required to complete the certificate, and expansion of the curriculum to allow for paralegal training. Moraine Valley Community College plans to require an internship for all their Legal Administrative Assistant students and will coordinate this effort with the new full-time Internship Manager. Carl Sandburg College will revise and expand its curriculum by splitting their legal terminology and documentation course to cover the material in more detail.

Medical Administrative Assistant/Secretary
Programs that prepare individuals for supportive positions with private practice physicians, group practices, hospitals, health services, and related health professionals. This includes instruction in medical terminology, business/medical communications, medical practice and general clerical procedures as related to a medical office.

Number of Colleges Offering Training	**30**
2002 Follow-up respondents employed or continuing education	**87.5%**
2002 Follow-up respondents working full-time	**78.8%**
2002 Follow-up respondents working in related jobs	**53.1%**

Results of This Year's Program Review: Eleven colleges reported plans to continue their programs in Medical Administrative Assistant/Secretary, implementing minor improvements. One college has scheduled further review of two of its certificates, Medical Assistant and Administrative Medical Assistant, and plans to continue its certificate in Clerical Medical Assistant with only minor improvements. Two colleges plan to significantly modify their programs in Medical Administrative Assistant/Secretary.

Program Need: All colleges reported their programs to be in demand and job placement to be high. Employment projections from IDES indicate from 2,865 annual job openings between the years 2000-2010. The number of positions will increase 19.2% in that ten-year period. Furthermore, the *Job Outlook in Brief* published by IDES ranks "Medical Secretaries" ninth in the state for number

of annual openings among occupations requiring post-secondary vocational training. The occupation is also rated a "Best Bet," or an occupation that combines a high number of annual openings with a high rate of pay given the amount of education required.

Program Cost: All colleges reported their programs to be cost effective. Steady enrollments, shared faculty, and strong community support providing students with excellent on-the-job internship experiences, all contribute to the cost effectiveness of these programs at the colleges.

Program Quality: Common program strengths reported by colleges include committed, knowledgeable and experienced faculty; internships; job placement; increased retention; hands-on experiences; new state-of-the-art equipment; and an active advisory committee. Areas where the colleges felt they could improve their programs include, making courses available on-line, improving marketing, increasing the role of the advisory committee, and expanding evening course availability.

Specific quality improvements reported by the colleges include Olive-Harvey College working to expand the eligible teaching staff, increase sites for students' clinical experience and improve relationships with area hospitals to increase internships for students; Waubonsee Community College plans to strengthen Advisory Committee participation by utilizing the ICCB Tech Prep Support Grant and investigate the development of a Medical Coding Certificate, which would be centered around Medical Insurance Coding.

Court Reporter

Number of Colleges Offering Training	**7**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Two colleges reported plans to continue their programs in Court Reporting, implementing minor improvements. One college plans to discontinue its Court Reporting certificate due to lack of student interest in the program.

Program Need: Two colleges reported high job placement, and notes high wages upon completion as a recruiting factor. Job opportunities are best for those with certification from the National Court Reporters Association. The Illinois Career Information System (ICIS) indicates that employment opportunities for legal secretaries are expected to grow nationally through 2008.

Program Cost: Wabash Valley College and South Suburban reported their programs to be cost effective. Steady enrollments, shared faculty, community and local business support with paid internships, and comparable curricula all contribute to the cost effectiveness of these programs at the colleges.

Program Quality: Common program strengths reported by all colleges include committed, knowledgeable and an experienced faculty; supportive and active advisory committee; paid

internships; state of the art equipment; and job availability. Common program weaknesses were lack of student interest in program, preparation of incoming students, and enrollment and retention.

Specific quality improvements reported by the colleges include Wabash Valley College's updating of their curriculum to include additional emphasis on computer software and operating systems, and revising program titles to increase clarity; and South Suburban College will continue to work with other secretarial programs, counselors, and advisors to transition unsuccessful court reporting students into alternate career pathways.

Information Processing Technology
Programs that prepare individuals for supportive positions with business information operations. This includes instruction in computer software tools (general and vendor-specific) related to word processing, spreadsheets, databases, presentations, and desktop publishing.

Number of Colleges Offering Training	**40**
2002 Follow-up respondents employed or continuing education	**86.9%**
2002 Follow-up respondents working full-time	**82.4%**
2002 Follow-up respondents working in related jobs	**67.7%**

Results of This Year's Program Review: Eighteen colleges reported plans to continue their programs in Information Processing/Data Entry Tech, implementing minor improvements. One college plans to significantly modify its program by shortening the length of the program and developing partnerships with business and industry. Three colleges plan to further review their programs in the upcoming year; and three colleges plan to discontinue their Information Processing/Data Entry Tech programs.

Program Need: The U.S. Department of Labor indicates that employment in the field of computer science will grow about 117% by 2008. Likewise in Illinois, the field has the fastest growing wage and salary employment growth through 2008. It is projected that from 2000 to 2010, 2,480 annual openings will be available, and the number of positions will increase 63.2% in that ten year period. Many colleges continue to re-organize their information technology offerings and update courses to maintain currency with industry, as the general need for qualified graduates remains steady.

Program Cost: All colleges continuing their programs reported them to be cost effective. Steady enrollments, shared faculty, community support, and dual credit.

Program Quality: Common program strengths reported by the colleges include committed, knowledgeable and experienced faculty; strong retention rates; dual credit opportunities; internships; strong curriculum infused with the latest technology; well equipped labs with current software and computers; and job availability after completion. Areas where the colleges felt they could improve their programs include advisory committee participation, student completion of the program and updated titles of the degree and certificate programs.

Specific quality improvements reported by the colleges include College of Lake County's plans to align its degree and certificate programs with the types of jobs that are currently available and

develop a marketing plan that includes identification of target markets and new promotional materials. Illinois Valley Community College plans to implement a more reliable survey of graduates to determine their satisfaction with the program and their employment status. In addition, the college plans to pilot a faculty advising system to utilize degree audit system to assist students. Joliet Junior College plans to infuse their curriculum with a focus on new technology.

General Office/Clerical Services
Programs that prepare individuals for supportive positions under the direct supervision of office managers, administrative assistants, secretaries and other office personnel. This includes instruction in keyboarding, filing, general correspondence, office equipment operation, and communication skills.

Number of Colleges Offering Training	**27**
2002 Follow-up respondents employed or continuing education	**83.8%**
2002 Follow-up respondents working full-time	**89.7%**
2002 Follow-up respondents working in related jobs	**65.5%**

Results of This Year's Program Review: Six colleges reported plans to continue their programs in General Office/ Clerical and Typing Services, implementing minor improvements to their programs.

Program Need: The U.S. Department of Labor reports the computer support specialist rates second among the fastest growing occupations, 2000-2010. Likewise, in Illinois general office clerks is one of the jobs expected to offer the most job openings each year through 2010, according to IDES. Locally, the colleges reported enrollments and completions are steady or increasing and job placements for graduates remain good.

Program Cost: All colleges reported programs to be cost effective. Steady enrollments, shared faculty, community support, and dual credit all contribute to the cost effectiveness of these programs.

Program Quality: Common program strengths reported by the colleges include committed, knowledgeable and experienced faculty; strong retention rates; dual credit; internships; strong curricula infused with the latest technology; community support; and job availability. Areas where the colleges felt they could improve their programs include, advisory committee participation, student completion of the program, need for up-dated equipment, and consistency of content between instructors and staff.

Specific quality improvements reported by the colleges include Highland Community College has begun implementing a time and task study of laboratory operations. The goal is to find methods to enhance the use of student lab assistants, improve service to students, and contain unit cost. Kaskaskia College is utilizing faculty and advisory committees to develop more course offerings in Web Design. Southeastern Illinois College is planning to add more on-line classes, develop creative ways to market the programs to the Divisions, and explore dual credit options with local high schools.

Cosmetology
Programs that prepare individuals to wash, treat, cut and style hair; care for the skin and nails; and provide consultation on products and services. This includes instruction in basic procedures, cutting techniques, special treatments for the hair, skin and nails, hygiene, conditions of the scalp, skin and nails, customer relations, salon and service management.

Number of Colleges Offering Training	**16**
2002 Follow-up respondents employed or continuing education	**89.6%**
2002 Follow-up respondents working full-time	**76.3%**
2002 Follow-up respondents working in related jobs	**81.3%**

Results of This Year's Program Review: Ten colleges reported plans to continue their programs in cosmetology with minor improvements. One college reported scheduling its program for further review and another college discontinued its program due to low enrollments.

Program Need: Nationally and in Illinois growth in employment of cosmetologists is expected to be slightly less than the average for all occupations through the year 2010. Locally, however, the majority of colleges reported steady or increasing enrollments in cosmetology and related programs. Only two of the colleges reporting indicated a decrease in student interest in this area. In contrast, completions tend to remain low in this area because once students obtain enough skills to earn licensure and gain employment, they often do not continue taking courses, such as general education, to complete a certificate or degree program. Furthermore, most colleges indicated that job placements remained steady for graduates willing to relocate to more populous or metropolitan areas as necessary.

Program Cost: Nearly all the colleges indicated their cosmetology programs were higher in unit cost than the state average, primarily due to faculty, lab and equipment needs, however they considered these programs cost-effective. Several colleges have established partnerships with internationally reknowned hair care companies to provide students with state-of-the-art lab facilities, equipment and materials, at a reduced cost to the institution.

Program Quality: All colleges offering cosmetology programs meet the requirements of the Illinois Department of Professional Regulation (IDPR) for cosmetology training. These programs prepare students for licensure through IDPR. Common strengths of the programs included new and updated lab facilities, experienced and knowledgeable faculty, active and involved advisory committees, and a number of specialty options in which students may focus their training. Several common weaknesses included incorporating technology into classroom instruction, providing a more diverse experience for students during their clinical practice, need for facility and equipment upgrades, the need for flexible scheduling, and the lack of qualified part-time faculty.

Quality improvements at the colleges included the addition of an aesthetics course at Lake Land, and the replacement of hydraulic chairs, mats and shampoo chairs at Carl Sandburg College. Several colleges indicated plans to explore offering cosmetology teacher training.

Massage Therapy
Programs that prepare individuals for providing therapeutic massage. This includes instruction in medical terminology, general and specialty massage techniques, professional ethics, health and physical conditions, first aid, customer relations and business management.

Number of Colleges Offering Training	**13**
2002 Follow-up respondents employed or continuing education	**89.1%**
2002 Follow-up respondents working full-time	**54.2%**
2002 Follow-up respondents working in related jobs	**64.6%**

Results of This Year's Program Review: Ten colleges reported plans to continue their programs with minor improvements. Two colleges were just recently approved to offer this program, and therefore no information on enrollments, completions or cost-effectiveness is available.

Program Need: Nationally and in Illinois, labor market information projects a faster than average growth in the demand for massage therapists through 2010. Locally, all colleges reported increasing enrollments, steady completions and excellent job placement rates. Both full- and part-time employment opportunities, as well as entrepreneurship, exist for massage therapists. Until just recently, licensure in the state of Illinois was not required for massage therapists, however with an increase in training provider and training requirements, the need for massage therapists that meet these standards will continue to grow. While the majority of community colleges offer certificate-level training, College of DuPage, Waubonsee, and Illinois Valley Community Colleges currently offer A.A.S. degree programs in massage therapy.

Program Cost: The majority of colleges consider this program cost-effective. While initial costs for the program are expensive, operational costs over the three year period (for those colleges with programs that have been in operation for three years) are lower than the statewide average. Many colleges share lab space and equipment with other allied health programs, like physical therapy assisting. Instruction through cooperative agreements allows some colleges to keep costs down.

Program Quality: Several colleges indicated their continued accreditation through the Commission on Massage Therapy Accreditation (COMTA), while two others indicated plans for COMTA site visits or submission of their application for accreditation. Common program strengths included knowledgeable and experienced full-time faculty, new lab equipment and facilities, up-to-date curriculum that meets industry standards and prepares students for credentialing exams, active and involved advisory committees, and options for students to focus on massage therapy specialties, such as reiki, prenatal massage, and Asian bodywork.

Common weaknesses of massage therapy programs included the high lab fees for students, inconsistency of instruction at clinical sites, inadequate space, and lack of qualified part-time faculty.

Civil Engineering Technology
Programs that prepare individuals for technician positions responsible for assisting in the design, planning and construction of public works projects, such as roads and bridges, under the direct supervision of civil engineers.

Number of Colleges Offering Training	**3**
2002 Follow-up respondents employed or continuing education	**81.0%**
2002 Follow-up respondents working full-time	**100%**
2002 Follow-up respondents working in related jobs	**100%**

Results of This Year's Program Review: Three colleges reported plans to continue their programs in civil engineering with only minor improvements.

Program Need: Civil engineers/engineering technicians are needed to survey subdivisions and roads, inspect areas for construction, provide design and CAD services, materials testing, estimating and scheduling, environmental testing and inspection, and code enforcement. Community colleges offer civil engineering courses and certificates to serve students who primarily wish to upgrade their skills, Associate in Applied Science (A.A.S.) degrees for those planning to enter the job market after graduation, and Associate in Engineering Science (A.E.S.) degrees for those who intend to transfer to obtain a four-year degree. Most graduates find employment with government agencies, consultant engineering firms, and heavy/highway contractors.

Program Cost: Costs varied considerably among programs, among colleges, and over time. Higher costs were attributed to equipment purchases, or low enrollments when the revenue does not support the cost of offering the program. Lower costs were attributed to the use of adjunct faculty, or shared expenses with departments such as math and science, which provide the foundation for engineering courses.

Program Quality: Colleges reported well-trained faculty contributed to the quality of their programs. Adjunct faculty often are actively working in the field by day, and instructing students by night. Lake Land College stated that recent retirement incentives offered by the Illinois Department of Transportation has allowed them to secure several excellent instructor/technicians with years of invaluable experience.

Engineering ranks among the most difficult of career and technical education programs. Sometimes students are not prepared for the academic rigor required in this major. To properly advise students and keep retention rates high, Lake Land advises students of the need for excellent math skills before they enroll. College of Lake County addressed attrition rates by improving syllabi to better indicate the work required for each course, improving advising to better place students in courses appropriate for their level of skill, and improving contact with students during the first few weeks of class to identify problems and address them early on.

Colleges offer a variety of programs to address the different goals of students. To ensure the quality of instruction in College of Lake County's transfer program, faculty consulted with general engineering faculty at the University of Illinois and made several changes to their programs as a

result of the university recommendations. To ensure the quality of its A.A.S. program, Lake Land College conducted a DACUM (Developing a Curriculum) process. A panel of technicians completed a two-day evaluation of the duties and tasks associated with Civil Engineering Technicians. The curriculum was adjusted to include two new courses: Computer Applications and GPS Theory & Applications.

Colleges report it is challenging to stay abreast of advances in technology. Low enrollments make it difficult to offer certain classes with consistency. College of Lake County will consider a core first year curriculum for several related programs with the goal of boosting enrollments and making offerings more consistent.

Dental Assistant
Programs that prepare individuals for supportive positions, both clerical and clinical, with a dentist, dental hygienist or dental office. This includes instruction in dental/medical terminology, chairside assistance, patient preparation, dental laboratory procedures, dental radiography, and general clerical procedures as related to a dental office.

Number of Colleges Offering Training	**11**
2002 Follow-up respondents employed or continuing education	**87.9%**
2002 Follow-up respondents working full-time	**70.7%**
2002 Follow-up respondents working in related jobs	**80.0%**

Results of This Year's Program Review: Five colleges reported plans to continue their programs in dental assisting implementing minor improvements, one college reported plans to significantly modify the program, and one college reported scheduling the program for further review.

Program Need: Statewide employment of dental assistants is expected to increase by 30.98% through the year 2010, according to the Illinois Department of Employment Security (IDES). IDES also considers this occupation a "Best Bet" on its list of Top Occupations in Illinois, which means that this occupation is among those offering the most employment opportunities and best wages for educated and trained individuals. According to all colleges that reported, the labor market demand for dental assistants locally is above the statewide average. Colleges indicated in most cases steady or increasing enrollments and completions, with excellent job placement rates. In two districts, labor market data indicated need, however local interest has waned. This may be in part due to the increasing number of local dentists who prefer to provide their own dental assistant training. Several colleges reported students leaving their training programs for employment. In all instances colleges indicated that program Advisory Committees were in strong support of their dental assisting programs. Furthermore, the recent passage of Illinois law allowing for an expanded role for dental assistants should increase the demand for qualified individuals.

Program Cost: The majority of colleges reported program unit cost comparable to the statewide average for this program area. Many colleges cited the high cost of equipment and resource upgrades as a source of higher expense. Shared lab equipment, faculty and resource materials help keep the cost of these programs down.

Program Quality: Common program strengths reported by the colleges include a knowledgeable and motivated faculty and administration, recent facility and equipment upgrades, and an active and supportive program Advisory Committee. Several colleges indicated outstanding pass rates on the National Board examination, and/or recent positive accreditation reviews. Wright College, Lewis & Clark, Elgin, and John A. Logan Colleges all report near 100% job placement rates for their students. In addition, several colleges indicated a program strength was a strong dental hygiene program towards which dental assisting students may articulate coursework. Common program weaknesses were cited as high cost of program upgrades.

Specific quality improvements in dental assisting included Lewis & Clark Community College reducing their student to faculty ratio in the pre-clinical and clinical areas of two technical courses. Program coordinators also developed new marketing and recruitment materials for use at local career/health fairs, open houses, and for distribution to local dental practices. Elgin plans to revise its curriculum to include several short-term certificates that would allow for better educational and career laddering and thus increase retention and completion rates. Wright College listed several quality improvement such as adding on-line medical terminology courses, increasing the number of clinical sites for dental assisting students, and adding an instructor during several lab courses. Illinois Valley, which plans to significantly modify its program, reported plans to adjust lab and course fees to make the program more cost effective for both the college and students, and to assign a faculty member as a program liaison to all local high schools, in an effort to increase awareness of educational and career opportunities in dental assisting.

Dental Hygiene
Programs that prepare individuals for cleaning and treating teeth in collaboration with a dentist. This includes instruction in dental/medical terminology, dental hygiene practice and techniques, oral health and maintenance, patient assessment and education, dental radiography, local anesthesia, and dental equipment operation and maintenance.

Number of Colleges Offering Training	**12**
2002 Follow-up respondents employed or continuing education	**88.0%**
2002 Follow-up respondents working full-time	**70.7%**
2002 Follow-up respondents working in related jobs	**90.1%**

Results of This Year's Program Review: Eleven colleges reported plans to continue their programs in dental hygiene with minor improvements.

Program Need: According to the Illinois Department of Employment Security (IDES), the employment of "dental hygienists" is expected to grow nearly three times the statewide average growth for all occupations through the year 2010. In the short-term, "dental hygienists" are also considered a "Best Bet" occupation on IDES' list of Top Occupations in Illinois, which means that this occupation is among those offering the most employment opportunities and best wages for educated and trained individuals. Nationally, the need for dental hygienists continues to rise as growth and trends in the dental profession focus on preventative dental care and dental care education.

Locally, all colleges reported sustained or increased need for dental hygienists in the job market. Interest in community college dental hygiene programs supports the theory that this occupation is an attractive option for individuals interested in allied health careers offering both full and part-time employment. Ten colleges reported either steady or increasing enrollments, while one college reported a slight decrease in enrollments for last year, their average enrollment remained steady. Many colleges cap their enrollment of students and must maintain a waiting list for future classes. Completion rates were reported as good and job placement opportunities were reported as excellent.

Program Cost: While all of the colleges reporting indicated their programs were cost-effective, only half reported program unit costs at or lower than the statewide average. High cost of facilities and equipment upgrades to maintain program accreditation were the most common factors in higher than average unit costs. Despite expensive operational costs, the colleges reported their dental hygiene programs as cost-effective in that they provide high quality instruction to students that meets a constant and growing need for dental hygiene professionals, as well as provides a service to the public through dental clinicals and educational outreach services.

Program Quality: Colleges offering dental hygiene programs concur that achieving American Dental Association program accreditation is an effective measure of a quality curriculum, faculty and facilities. The most common strengths reported by the colleges were a dedicated, highly qualified faculty; an active and diverse advisory board; and the ability to serve the general public with free or low cost dental services. Common program weaknesses included maintaining pace with field advancements through curricular changes, shortage of qualified part-time faculty, and the high operational costs of the program.

A few unique indicators of quality dental hygiene programs include College of Lake County's partnership with the Great Lakes Naval Recruit Training Common. Lewis & Clark developed a required student "portfolio" since the last program review, which provides the student with a resume-style presentation of competencies they have met during their training, and Kennedy-King requires students to perform a two-week rotation at the McCormack Boys and Girls Club during their first few clinical courses. Furthermore, six colleges reported incorporating more technology into their students' work environment, both through the use of advanced equipment and in their dental office work-based-learning experiences. Several colleges indicated the addition of coursework related to nitrus oxide, and others indicated incorporating new HIPAA (Health Insurance Portability and Accountability Act) requirements into their curricula.

Dental Laboratory Technology
Programs that prepare individuals to create and repair dental protheses and restorative appliances as prescribed by a dentist.

Number of Colleges Offering Training	**1**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Triton College reported plans to discontinue its programs in dental lab technology.

Program Need: While labor market information both nationally and statewide support the need for qualified dental lab technicians, local interest in this program has diminished. Enrollments have decreased by over 50% in the last four years.

Program Cost: Triton College compared this program to other academic programs and found it to have the highest cost and low enrollments. Maintenance of facilities, equipment and materials, and retaining qualified faculty contributed to the high operational costs of this program.

Program Quality: While the college received consistently high ratings from graduates and local employers, the district has seen a sharp decrease in the demand for dental lab technicians and in interest by students. The college requested withdrawal of the program effective Fall 2002.

Cardiovascular and EKG Technology
Programs that prepare individuals to perform diagnostic tests to monitor human heart and circulatory health and activity, and to administer treatment therapies as prescribed by a physician.

Number of Colleges Offering Training	**1**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: William Rainey Harper College reported plans to continue its programs in cardiac technology with minor improvements.

Program Need: Survey research performed by Harper College indicates there is a strong continued need for cardiac technicians, particularly over the next five years. Student interest remains strong as 100 individuals applied for 35 openings in the program. Enrollment has increased over the last three years and completions have remained steady. The college reported an 89% job placement rate in this program area in the most recent Occupational Follow-Up Survey.

Program Cost: The college reports this program as cost-effective.

Program Quality: Harper College reported program strengths as highly qualified faculty, strong and innovative curriculum, opportunity for students to specialize, new equipment and facilities, and the quality and availability of clinical/internship sites. A few weaknesses were identified as a lack of reciprocal agreements with neighboring districts/institutions, and lack of consistency in adjunct faculty instruction at clinical sites.

Since the last program review of this area the college developed an ECG certificate that provides an educational ladder for students into the Cardiac Technology A.A.S. degree.

Electroencephalograph (EEG) Technology
Programs that prepare individuals to perform diagnostic tests to monitor human brain health and activity and provide related data analysis as prescribed by a physician.

Number of Colleges Offering Training	**2**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Parkland College's polysomnography certificate program was approved in 2002. The college plans to continue the program with only minor adjustments. The college reported plans to increase its marketing and recruitment efforts by connecting with students in existing allied health programs, such as respiratory therapy, and through dual credit students at local high schools. Unit cost data are not yet available for this program.

Black Hawk's program is offered through a reciprocal agreement with Scott Community College in Iowa; therefore, no substantive information on the program is available. Program enrollments have been steady or increasing; however, completions have decreased. Black Hawk plans to re-evaluate their agreement(s) with Scott Community College during the coming year.

Emergency Medical Technology (EMT)
Programs that prepare individuals to perform pre-hospital assessment, initial medical diagnosis, treatment and comprehensive emergent care in medical crises. This includes instruction at the EMT-Basic, EMT-Intermediate, and EMT-Paramedic levels, as well as emergency medical services management.

Number of Colleges Offering Training	**32**
2002 Follow-up respondents employed or continuing education	**95.7%**
2002 Follow-up respondents working full-time	**78.8%**
2002 Follow-up respondents working in related jobs	**66.4%**

Results of This Year's Program Review: Twenty-five colleges reported plans to continue their programs in emergency medical technology with minor improvements. Three colleges reported significantly modifying their programs.

Program Need: According to the Illinois Department of Employment Security, growth in the employment of emergency medical technicians (EMTs) is expected to increase by nearly twice as much as the average employment for all occupations in the state. Locally, all twenty-seven colleges reporting indicated a sustained need for their programs. Colleges continue to see steady or increasing enrollments and excellent job placements for their graduates. Many colleges reported lower completion rates, primarily due to the nature of this program in that taking specific courses prepares students for employment and many opt not to complete the full program. Several colleges indicated the implementation of automated degree audit systems which will help improve the tracking and recording of program completers. Furthermore, changes in the Illinois Department of Public Health

(IDPH) curriculum will have some affect on college enrollments as requirements for taking licensure exams have changed. Many colleges reported an increased interest in Paramedic and A.A.S. degree level training by students and local employers.

Program Cost: All colleges reporting indicated their EMT programs were cost-effective. Twenty-five colleges reported lower than average unit costs, while only two colleges indicated slightly higher unit costs. Those colleges cited recent program implementation or facility and equipment upgrades as contributing to the higher costs. In general, high enrollments combined with the use of part-time faculty and cooperative agreements with local emergency medical services (EMS) providers helps to keep operational costs of these programs low for the colleges.

Program Quality: The majority of colleges indicated their use of the National Standard Curriculum for EMT-Paramedics, as developed by the U.S. Department of Transportation-National Highway Traffic and Safety Administration. In Illinois, IDPH regulates EMTs through licensure, however this agency has already outlined transition requirements for using the new curriculum. All community colleges offering this program currently prepare graduates for licensure examinations through IDPH. The majority of colleges expressed outstanding pass rates for this credentialing exam, ranging from 89-100% on the first attempt.

Common strengths of emergency medical technology programs included knowledgeable and experienced faculty, new facilities, strong support from local emergency medical services providers (such as hospitals, fire departments, ambulance services and disaster relief agencies), active and involved advisory committee, compliance with the new National Standard Curriculum, and articulation of EMT certificate programs with college Fire Science programs.

The most common weakness of EMT programs cited by the colleges was low completion as affected by student intent. Many students are already employed in EMS or take courses for volunteer work. Certificate or degree completion is not an obvious priority for these students and many subsequently drop out of the program once work requirements have been met or they achieve the necessary state licensure. Other common program weaknesses included the lack of a full-time program coordinator, access to and availability of pre-requisite courses, and the lack of an A.A.S. degree program in EMS to articulate ladder certificates.

Several quality improvements happening in the colleges include Moraine Valley's integration of the required general education pre-requisites, anatomy and physiology, and pathophysiology into the entire curriculum; Malcolm X partnered with the American Heart Association and Chicago Public Schools to offer "CPR in Schools", a program that trains over 2000 students and city residents each year; Wright College recently implemented a clinical rotation for students with local 911 call centers; and at least two colleges, Parkland and Lake County, reported plans to develop associate degree level training in emergency medical services.

Nuclear Medicine Technology
Programs that prepare individuals to prepare and administer radioactive treatment, monitor, measure and test affected bodily activity, and perform specimen testing.

Number of Colleges Offering Training	**2**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Two colleges reported plans to continue their Associate degree programs in nuclear medicine technology with minor improvements. One of the colleges indicated plans to discontinue its related certificate program.

Program Need: Nationally, the need for nuclear medicine technologists remains steady, according to a study conducted by the Society of Nuclear Medicine. Statewide the two colleges offering this program indicated that both student interest and local need remains high. Both colleges reported steadily increasing enrollments and completions over the last three years, as well as near 100% job placement rates for graduates.

Program Cost: Both colleges indicate their programs are considered cost-effective.

Program Quality: Common program strengths in nuclear medicine technology were cited as knowledgeable and experienced faculty, high quality clinical sites, and recent equipment upgrades. Weaknesses included the inability to keep up with constantly changing aspects of nuclear medicine, and the incorporation of field technology into the classroom/lab. Both colleges reported plans for quality improvements. College of DuPage plans to increase lab and classroom space, and begin new course development; Triton College reported its continued national accreditation and plans to upgrade existing lab facilities, equipment and supplies for the program. Triton also indicated plans to phase out a certificate-level training program in this area due to lack of student interest.

Radiologic Technology
Programs that prepare individuals to perform diagnostic examinations and administer therapeutic procedures using X-ray and related radiation treatments, under the supervision of a radiologist. This includes instruction in computer tomography, X-ray technology, and magnetic resonance imaging (MRI) among others.

Number of Colleges Offering Training	**22**
2002 Follow-up respondents employed or continuing education	**99.3%**
2002 Follow-up respondents working full-time	**90.1%**
2002 Follow-up respondents working in related jobs	**95.0%**

Results of This Year's Program Review: Nineteen colleges reported plans to continue their programs in radiologic technology with minor improvements. One college scheduled its programs for further review during the coming year, and one college will discontinue its program for budgetary reasons.

Program Need: Nationally, the need for radiologic technologists is expected to grow faster than the average for all occupations through 2010. Likewise, in Illinois the Department of Employment Security (IDES) projects above average employment growth for the same time period. Locally, 19

out of 20 colleges reported a continued interest in and need for radiologic technologists. These same colleges reported steady or increasing enrollments over the last three-year period. Completions, particularly for A.A.S. degree programs, remain low over the three years, but steady. This may be due in part to the length of time it takes some students to complete the program, as many students take courses on a part-time basis. All twenty colleges reported excellent job placement rates, the majority citing between 90-100% six months after graduation. Many colleges indicated their students had jobs waiting for them after graduation and upon completion of their credentialing exams.

Several colleges expressed concern over a decreased interest in several focused radiologic certificates. Those colleges reported taking action during this school year, or had plans for action during the next year. As a result, two of the colleges reported plans to offer their focused certificates every other year.

Program Cost: High operational costs, such as facilities, equipment and supplies, and faculty contribute to the above average unit costs for this program area. However, the majority of the colleges indicated they felt their program(s) were still cost-effective in that the benefits of the program to local employers and clinical sites greatly outweigh the costs of the program. Sharing equipment, lab facilities, instructors, materials and clinical sites as much as allowable between radiologic technology and other allied health programs assisted many colleges in controlling the costs of this program.

Program Quality: Colleges offering radiologic technology programs concur that achieving program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Joint Review Committee on Education in Radiologic Technology (JRCERT) is an effective measure of high quality curriculum, instruction and facilities. Nine colleges indicated they had received five-eight year accreditation through JRCERT. Several colleges indicated plans for JRCERT site visits. Another related indicator of a quality program was pass rates for the American Registry of Radiologic Technologists (ARRT) certification exam. The majority of colleges cited 90-100% pass rates for students on their first attempt.

Common program strengths as reported by the colleges included knowledgeable and experienced faculty, current curriculum that meets the standards of the American Society of Radiologic Technologists (ASRT), an active and involved advisory committee, integration of new technology into the curriculum, and quality, committed clinical sites.

One of the most common program weaknesses cited was having to restrict enrollment based on the number of clinical sites the colleges could secure. Others included need for more lab space, difficulty in maintaining currency with equipment in the field, and lack of consistency of instruction by adjunct faculty at the clinical sites.

Specific quality improvements to radiologic technology programs included Triton, DuPage, Kaskaskia, Richland, Moraine Valley, Lake County, and Parkland Colleges purchased or indicated plans to purchase new equipment, hardware or software materials for their programs; Kankakee, Carl Sandburg, Kishwaukee, Illinois Central, Lincoln Land, and Malcolm X Colleges incorporated or reported plans to incorporate web-based and online technology into their classroom instruction.

Respiratory Therapy Technology
Programs that prepare individuals to perform therapeutic and life-supportive procedures using respiratory equipment and related methods under the supervision of a physician.

Number of Colleges Offering Training	**15**
2002 Follow-up respondents employed or continuing education	**92.6%**
2002 Follow-up respondents working full-time	**75.5%**
2002 Follow-up respondents working in related jobs	**95.9%**

Results of This Year's Program Review: Nine colleges reported plans to continue their programs in respiratory therapy technology with minor improvements, one college reported significantly modifying its program, four colleges reported plans to discontinue their programs, and one college scheduled its programs for further review during the coming year.

Program Need: According to the U.S. Department of Labor, growth in the employment of respiratory therapists is expected to increase much faster than the average for all occupations, through 2010. Likewise, in Illinois employment growth is projected at twice the average, according to the Illinois Department of Employment Security (IDES) through 2010. Despite the apparent need for respiratory therapists, enrollment in related training programs has been on the decline nationwide, according to a study conducted in 2000 by the American Hospital Association. Locally, however, student interest varies by district. Six colleges reported increasing or steady enrollments, while seven colleges reported declining enrollments. Two of those seven colleges chose to discontinue their programs in respiratory therapy because of low enrollments and high cost issues. Despite the differences in enrollments, completions remain low, or steady at best, in this program area. Colleges cited several reasons for the high attrition rate including a lack of academic preparation for incoming students, and high tuition and lab fees associated with the program. Job placements for all graduates were reported as excellent, ranging from 89-100% placement for graduates after six months.

Program Cost: Colleges reported with respiratory therapy programs that had unit costs less than the statewide average indicated that high enrollments, sharing lab facilities, and cooperative agreements were three ways to help keep unit costs down. Colleges that reported a much higher than average unit cost, attributed it to low enrollments, faculty salaries and instructional/equipment upgrades.

Program Quality: All colleges agreed that the primary indicator of a high quality program is accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Committee on Accreditation for Respiratory Care (CoARC). Several colleges indicated continued accreditation or plans to apply for accreditation during the coming year. All colleges indicate their programs prepare students for completing the appropriate credentialing exams through the National Board of Respiratory Care (NBRC). Common strengths of respiratory therapy programs included knowledgeable and experienced faculty, active and involved advisory committee, high quality clinical sites, current curriculum that meets industry standards. Several weaknesses included inadequate lab facilities, lack of additional clinical sites, lack of local physician support, and the lack of qualified adjunct faculty.

Specific quality improvements to respiratory care programs at the colleges include Olive-Harvey and Kaskaskia Colleges expanding their certificate programs to A.A.S. degree level programs; Parkland College began offering its courses via distance learning; Kaskaskia's respiratory care students started a related student organization to offer support and provide exposure to industry activities; and Rock Valley College implemented a new, aggressive marketing and recruitment plan to increase awareness of and enrollments in its respiratory therapy program.

Surgical Technology
Programs that prepare individuals to perform general support tasks in the operating room before, during and after surgery. This includes instruction in pre-operation patient and surgical team preparation, sterilizing and handling surgical instruments, and supply inventory.

Number of Colleges Offering Training	**16**
2002 Follow-up respondents employed or continuing education	**96.2%**
2002 Follow-up respondents working full-time	**77.6%**
2002 Follow-up respondents working in related jobs	**91.8%**

Results of This Year's Program Review: Eleven colleges reported plans to continue their programs in surgical technology with minor improvements, while two colleges reported their programs were significantly modified.

Program Need: According to the U.S. Department of Labor, demand for surgical technologists is expected to grow much faster than the average growth for all occupations nationwide through 2010. In Illinois, labor market information projects employment in this occupation growing nearly twice that of the statewide average. The Illinois Department of Employment Security (IDES) identifies "surgical technologists" as a "Best Bet" occupation, one that offers a good salary for the required level of education. Locally, colleges expressed a continued interest in and need for qualified surgical technologists. Community colleges in Illinois offer both certificate and degree level training in surgical technology. All colleges reported steady or increasing enrollments and for completers, excellent job placement rates ranging between 90-100% for graduates. Two colleges expressed concerns over low completion rates at the A.A.S. degree level.

Program Cost: The majority of colleges reported higher than average unit costs in this program area, however, they consider these programs to be cost-effective based on the needs being met. Shared lab facilities, equipment, and classrooms with other allied health programs helps keep costs down. In addition, increased enrollments, re-organization of scheduling, and cooperative agreements between districts have allowed several colleges to offer this program efficiently.

Program Quality: All colleges agreed that the primary indicator of a high quality program is accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Eight colleges reported continued accreditation and one college indicated its plans to seek program accreditation during the coming year. Other common strengths included highly qualified and knowledgeable faculty, an active advisory committee, high quality clinical sites, updated facilities and lab equipment. All certificate and degree programs prepare students for

completing the Certified Surgical Technologist (CST) credentialing exam. Colleges reported outstanding pass rates on certification exams, 100% for the majority of colleges reporting.

Common weaknesses of surgical technology programs included lack of adequate lab space, remedial needs of incoming students, limitations on enrollment due to availability of clinical sites, and the high cost of lab and surgical equipment.

Quality improvements at the colleges included the implementation of job shadowing in the surgical technology program offered through the Southern Illinois Collegiate Common Market Colleges, for which the Association of Surgical Technologists recently presented an achievement award; Illinois Central, Triton and Prairie State Colleges integrate web-based or online technologies into classroom instruction; and several other colleges indicated plans to develop formal marketing plans for the programs.

Diagnostic Medical Sonography
Programs that prepare individuals to perform diagnostic and monitoring procedures using ultrasound technology on a variety of human body areas under the supervision of a physician. This includes specialties in neo-natal and cardio-thoracic ultrasound technology among others.

Number of Colleges Offering Training	**6**
2002 Follow-up respondents employed or continuing education	**96.0%**
2002 Follow-up respondents working full-time	**87.5%**
2002 Follow-up respondents working in related jobs	**100.0%**

Results of This Year's Program Review: Five colleges reported plans to continue their programs in diagnostic medical sonography, and one college scheduled its program for further review.

Program Need: According to the U.S. Department of Labor, nationwide employment of diagnostic medical sonographers is expected to increase faster than the average for all occupations through the year 2010. Specific labor market and employment statistics data is not collected on diagnostic medical sonographers in Illinois, however, studies conducted by related industry associations indicate a 38-42% shortage of these workers by the year 2010. Locally, all six colleges reported a continued demand for qualified sonographers. Only one college reported a decrease in student interest in this program area. Enrollments have been steady or increasing and completions are constant. The majority of colleges indicated 95-100% job placement for students. Beginning in 2005 an Associate degree level education from an accredited program will be required for registration in this field which may increase interest in Associate degree programs at the colleges.

Program Cost: The majority of colleges reported this program as cost-effective, despite higher operational costs for facilities and lab equipment. Unit costs are kept lower than average at many institutions through sharing of classrooms, equipment and facilities with other allied health programs. Many colleges reported using online and other distance learning technologies in their classrooms that temper operational costs.

Program Quality: All colleges agreed that the primary indicator of a high quality program is accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Joint Review Committee in Radiologic Technology. Several colleges reported continued accreditation and one college indicated its plans to seek program accreditation during the coming year. Other common strengths included highly qualified and knowledgeable faculty, an active advisory committee, high quality clinical sites, updated facilities and lab equipment, and a curriculum designed to meet the needs of local business and industry. Another indication of quality programs are the outstanding pass rates on registration exams, 100% for four of the six colleges reporting.

Program weaknesses varied among the colleges and included the lack of new ultrasound simulation technology, the inability to recruit educationally prepared students, the need for additional clinical sites, low enrollments, need for program accreditation, and the inconsistency of instruction by adjunct faculty at clinical sites.

Several colleges reported quality improvements to their diagnostic medical sonography programs. Those included Kaskaskia College budgeting to acquire a new ultrasound simulator this fiscal year; Wright College acquiring software than enables students to manipulate radiographic images; and College of DuPage acquiring a 3-D ultrasound scanner and adding a new lab facility.

Renal Dialysis Technology
Programs that prepare individuals to assist in dialysis, and maintain and repair dialysis equipment.

Number of Colleges Offering Training	**1**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Malcolm X College reported significantly modifying their renal/nephrology programs as a result of this year's program review.

Program Need: While no formal labor market or employment statistics data are available on renal technicians, alternative research conducted by the college indicates a continued interest in the program and a need for program graduates in renal technology. Enrollment over the past five years has been steadily increasing, while completions remain low overall, particularly for the degree program. The college cited one reason for low completion of the degree program as student intent - many students are looking for quick entry into the job market, which can be achieved after completing just a few courses, versus the entire curriculum.

Program Cost: Malcolm X College reported a higher than average unit cost for this program when compared to the college average. Higher costs are associated with the use of full-time faculty and equipment upgrades.

Program Quality: The college reported program strengths as a highly qualified faculty, all certified in the field and members of National Association of Nephrology Technicians (NANT), opportunities

for students to attend national professional conferences, and strong support by clinical sites. Program weaknesses were identified as lack of advisory committee involvement, and low retention and completion rates.

Malcolm X College proposed several improvements to the program including the renovation of laboratory and classroom space, modification of existing curriculum to help increase pass rates for the licensing exam, and regular meetings with the program advisory committee.

Baking/Pastry Arts
Programs that prepare individuals to design, prepare, create and present pastries, breads, candies, confections and related baked goods for private and commercial restaurants and bakeries. This includes instruction in specialty pastry baking and techniques

Number of Colleges Offering Training	**6**
2002 Follow-up respondents employed or continuing education	**70.0%**
2002 Follow-up respondents working full-time	**83.3%**
2002 Follow-up respondents working in related jobs	**60.0%**

Results of This Year's Program Review: Four colleges plan to continue their bakery/pastry arts certificate programs with minor improvements and one college plans to continue the program with significant modifications.

Program Need: Current enrollment growth in restaurant management programs and declining completion rates due to the number of students who are hired away from the program before they graduate are both indicators of continued need and interest in this occupational area. Restaurant management programs allow students to advance into supervisory positions. The Illinois Department of Employment Security rates this occupational area as having a stable to increasing growth rate for 2000-2010.

Program Cost: These programs typically run at a higher than average cost due to the high cost of supplies and equipment. Resale of products to students and staff help generate additional revenue for the programs.

Program Quality: The quality of the faculty is a key component to the success of these programs. Joliet Junior College employs a Master Pastry Chef, one of only 17 in the world, as an instructor for the new certificate program.

Challenges to maintaining a high quality program include the need to acquire accreditation by the American Culinary Federation (ACF), increasing the number of internship sites and strengthening the workplace skills components of the curriculum, and emphasizing the use of technology.

Culinary Arts
Programs that prepare individuals to plan, design, prepare, create and present food dishes and meals for private and commercial restaurants and related food establishments. This includes instruction in training and management of kitchen assistants and other chefs, inventory control, kitchen design, and mastery of specialty cuisines and culinary techniques.

Number of Colleges Offering Training	**19**
2002 Follow-up respondents employed or continuing education	**76.8%**
2002 Follow-up respondents working full-time	**80.0%**
2002 Follow-up respondents working in related jobs	**90.0%**

Results of This Year's Program Review: Fifteen colleges plan to continue their culinary arts certificate and degree programs with minor improvements, three colleges scheduled programs for further review in the coming year, and one college discontinued two certificates.

Program Need: According to Career Information System (CIS) and the U.S. Department of Labor's *Occupational Outlook 2002-2003*, short-term growth in Culinary Arts is unfavorable for work in large institutions like schools, hospitals, and cafeterias. However, the U.S. Department of Labor projects that commercial food service is expected to be among the 50 fastest growing occupations, especially in larger cities and tourist areas. Most colleges report steady increases in enrollment in these programs. Culinary Arts is a popular program at correctional institutions.

Program Cost: These programs typically run at a higher than average cost due to the high cost of supplies and equipment. However, based on unit cost analyses, many colleges reported the programs as cost- effective. Some costs are recouped through food sales. For example, Elgin Community College offers a student-run restaurant open to college and community patrons, and the Washburne Culinary Institute at City Colleges of Chicago will be opening a student-run public restaurant, which will provide additional funds to offset the expense of the program.

Program Quality: Much of the program quality of culinary arts programs is tied to the quality and age of the equipment and facilities. The number of opportunities for the students to participate in work-based learning and internships and the quality of the faculty also contributes to the overall success of these programs. Students at Elgin Community College are able to exhibit their culinary talents at the Western Open, the Kentucky Derby, and international competitions in Europe. Support from local professional associations as well as accreditation by the American Culinary Federation seem to be key factors for program quality sustainability.

Food and Beverage/Restaurant Operations Management
Programs that prepare individuals to manage food and beverage service operations, catering services, banquet management and split-house restaurant management.

Number of Colleges Offering Training	**19**
2002 Follow-up respondents employed or continuing education	**89.7%**
2002 Follow-up respondents working full-time	**88.5%**
2002 Follow-up respondents working in related jobs	**69.2%**

Results of This Year's Program Review: Eight colleges plan to continue their food and beverage and restaurant operations certificate and degree programs with minor improvements. Two colleges are making significant modifications to their programs. One college scheduled both a degree and a certificate program for further review in the coming year. One college has discontinued three certificate programs in this area, and Highland Community College assimilated its degree program into the Associate of Applied Science in Business Administration program.

Program Need: According to the *2002-2003 Occupational Outlook Handbook*, employment of food service managers is expected to increase at about the same rate as the average for all occupations through 2010. In addition to employment growth, job openings will be created by replacing managers who transfer to other occupations or who move out of the workforce Job prospects are most promising in larger urban areas. While assessing local employment conditions, Highland Community College determined that regional employment needs would be better served with a more generalized small business approach.

Program Cost: These programs typically run at a higher than average cost due to the high cost of supplies and equipment. Resale of products to students and staff help generate additional revenue for the programs.

Program Quality: Colleges reported improved quality in their restaurant management programs as a result of revised curricula, increased work-based learning opportunities, enhancing equipment and facilities, and hiring qualified faculty. Colleges accredited through the American Culinary Federation (ACF) are required to complete a self-examination every five years. Program weaknesses generally are due to high faculty turnover or the inability to update the equipment and facilities on a regular basis.

Kitchen Assistant
Programs that prepare individuals for supportive positions with chefs and other related food service professionals in private and commercial food preparation settings.

Number of Colleges Offering Training	**3**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: One college plans to continue its kitchen assistant training program with significant modification, one college discontinued its program, and one college scheduled its program for further review in the coming year.

Program Need: The Illinois Department of Employment Security rates this occupational area as having a stable to increasing growth rate for 2000-2010 due to growth in the hospitality industry. Certificate programs in kitchen personnel cook and assistant training are generally part of a larger culinary arts program. Increased opportunities in culinary arts and foods management programs may be one of the reasons for a decreased interest in this particular certificate program.

Program Cost: These programs typically run at a higher than average cost due to the high cost of supplies and equipment.

Program Quality: As with other hospitality related programs, there is a great need to reexamine the curriculum in kitchen assistant training programs. Having adequate facilities and properly trained faculty are essential elements for program success. Lewis & Clark Community College plans to develop a basic certificate in cooking in order to maintain community interest in the culinary arts program, even though the food service programs are currently inactive.

Institutional Food Services
Programs that prepare individuals for managerial, production and/or service positions with governmental, commercial or independently owned institutional food service providers.

Number of Colleges Offering Training	**4**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Two colleges are continuing their Institutional Food Workers & Administration programs with minor improvements, and one college discontinued its program in Food Service Sanitation by moving the courses under the Dietetic Technician Program.

Program Need: Food Service Sanitation Management Certification is mandated for food service entities by the Illinois Department of Public Health. Certification also provides opportunities for advancement. This certification is critical for those who wish to remain employed in the food service industry.

Program Cost: These programs are generally cost-effective.

Program Quality: Because of regional and state regulations and well-established curriculum guidelines by the Dietary Managers' Association, curriculum is not the concern for this program that it is for other hospitality and culinary arts programs. However, the colleges express concerns over the language and math abilities of the students. At Harold Washington College, a large number of students in this program are non-native English speakers. Therefore, to better serve the diverse population of the students, classes are offered in English, Chinese, Spanish, and Korean. The classes are also held in local ethnic communities. At John Wood Community College, some students are unable to complete the certificate because of the math requirement. The College is therefore investigating the possibility of teaching a more program-specific math class and providing additional tutoring.

Dietetic Technology
Programs that prepare individuals for supportive positions with dieticians involved in planning, preparing and serving meals to individuals or groups with specific dietary needs.

Number of Colleges Offering Training	**8**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: One college is continuing its Dietician Assistant program with minor improvements, two colleges are making significant modifications to their programs, two colleges have discontinued their programs, and one college scheduled its program for further review in the coming year.

Program Need: According to the Illinois Department of Economic Security (IDES), there will be a 28% increase in jobs for dietetic technicians between 2000-2010, which is a faster than average growth rate. These projections mean that by 2008, Illinois will need 1,373 dietetic technicians. According to the American Dietetic Association (ADA), the job growth results from the increased emphasis on disease prevention, a growing and aging population, and public interest in nutrition. Faster employment growth is anticipated in nursing homes, residential care facilities, and physician clinics. However, state regulations no longer require a certified dietary manager on staff at hospitals, nursing homes, and schools. This change in state regulation has caused some of the colleges to review, modify, or discontinue their programs

Program Cost: These programs are generally cost-effective, with the greatest expenses being faculty salaries and technology.

Program Quality: Colleges reported improved quality in their restaurant management programs as a result of revised curricula, increased work-based learning opportunities, enhancing equipment and facilities, and hiring qualified faculty. Colleges accredited through the American Culinary Federation (ACF) are required to complete a self-examination every five years. Program weaknesses generally are due to high faculty turnover or the inability to update the equipment and facilities on a regular basis.

English and Technical Business Writing
Programs that prepare individuals for writing and editing scientific, technical and business papers, reports, publications and presentations for private, public or commercial use.

Number of Colleges Offering Training	**4**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Two colleges are continuing their technical communications programs with minor improvements, and two colleges have discontinued their programs.

Program Need: According to the Illinois Department of Employment Security, technical writers should experience an increase in employment of over 18% between 2000-2010. The *Occupational Outlook Handbook* projects that jobs for technical communicators will continue to increase faster than average for all occupations through 2010. However, enrollments are down significantly at Black Hawk College, for example, due to a scarcity of technical writing jobs and the changed expectations for technical writers. Technical writing is, however, an important component of many other curricula, including Law Enforcement, Child Development, Commercial Art, and Mechanical Technology.

Program Cost: These programs are generally cost-effective.

Program Quality: Those programs that have shifted their emphasis to technology orientation have had more success. The College of Lake County, for example, is anticipating a trend toward single-sourcing of documents. The development of online courses in Technical Writing has likewise caused a surge in enrollments in Lake County. Internships, portfolio development, and the support of area employers are also essential to the success of technical writing programs.

Constant changes in technology require teachers and students to be continually learning new computer skills. Providing evidence that students have achieved the identified learning outcomes can also be a challenge in technical communication programs.

Fire Safety Technology and Administration
Programs that prepare individuals to manage and control fire departments, fire prevention services, fire inspection and investigation offices, homeland security and related rescue services. This includes instruction in fire investigation, fire safety education and awareness, and prevention.

Number of Colleges Offering Training	**27**
2002 Follow-up respondents employed or continuing education	**99.1%**
2002 Follow-up respondents working full-time	**91.7%**
2002 Follow-up respondents working in related jobs	**83.5%**

Results of This Year's Program Review: Five colleges reported plans to continue their fire safety technology and administration programs with minor improvements, and two colleges reported plans to discontinue their programs due to low enrollments. One college re-organized its fire science program offerings, significantly modifying several of its certificate-level programs.

Program Need: Nationally, the U.S. Department of Labor projects less than average growth in the employment of fire service officers through 2010. In Illinois, average growth is expected according to the Illinois Department of Employment Security. Locally, the majority of colleges reported a continued interest in and need for fire safety and administration programs. These colleges reported steady or increasing enrollments in their courses and programs over the last three years. Job

placements for most districts remain good, primarily because students are already employed, either full- or part-time in fire safety and administration positions, or have already been accepted as a recruit for a local department, agency or service provider. Completions, however, remain low or steady at best for most districts. This is due to the large number of volunteer workers in this field. Many students take coursework for continuing education, however completion of a formal certificate or degree program is not a priority for them.

Only one college reported discontinuing all of its fire safety and administration programs due to lack of need. In that area most fire departments are staffed by volunteers for whom program completion is not a priority. Despite this, offering fire safety and administration courses and programs is often viewed as a public service provided by the community college- employment demand in the actual job market may be low, but community interest in the field remains high.

Program Cost: All colleges reported their fire safety and administration programs as cost-effective. Only one college indicated higher than average unit costs for the program, primarily due to increases in faculty salaries over the three year period. Many colleges indicated that partnerships with local fire departments and service providers for facilities and equipment helped to keep operational costs lower. Other colleges indicated high enrollments combined with the use of adjunct faculty contributed to lower unit costs. Overall, the colleges reported more benefits of their programs, including revenues, than program expenses.

Program Quality: Colleges concur that approval by the Office of the State Fire Marshall (OSFM) for fire safety and administration courses is a primary indicator of quality in Illinois. The majority of colleges reporting indicated having OSFM approval for courses within their certificate and/or degree programs. In addition, several districts have developed courses and programs based on local fire department requirements. Common strengths identified by the colleges for their fire safety and administration programs included knowledgeable and experienced faculty; strong support from local fire departments; agencies and service providers; and updated curriculum as outlined by the OSFM. Several common weaknesses included the lack of flexibility in scheduling courses, need for facility and equipment upgrades, and need to integrate technology into the classroom.

One notable quality improvement in this program area included the establishment of an agreement between Lincoln Land Community College and the Springfield Fire Department to provide training for their new recruits. In addition, Lincoln Land is investigating becoming a regional training center for the State Fire Marshall.

Fire Science
Programs that prepare individuals to fight and control fires using the appropriate equipment, procedures and treatments to assure minimum damage to property and life. This includes instruction in fire rescue, hazardous materials, emergency response, and applicable laws and regulations.

Number of Colleges Offering Training	**14**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Seven colleges reported plans to continue their programs in fire science with minor improvements.

Program Need: Nationally and in Illinois, employment for fire fighters is expected to increase much slower than the average for all occupations through 2010. Despite this projection, high interest in these programs continue locally. All colleges reporting indicated a continued interest in and need for fire science training programs. Enrollments were reported as steady or increasing and job placements continue to be good in this field, especially for graduates looking for part-time opportunities. Many students are already employed, either full- or part-time in fire fighting positions, or have already been accepted as a recruit for a local department, agency or service provider. Completions, however, remain low or steady at best for most districts. This is due to the large number of volunteer workers in this field. Many students take coursework for continuing education, however completion of a formal certificate or degree program is not a priority for them. Many colleges have moved towards articulation with the Office of the State Fire Marshall for their certificate programs, to enable graduates to automatically sit for the appropriate fire fighter certification exams.

Program Cost: All colleges reported their fire science programs as cost-effective. Many colleges indicated that partnerships with local fire departments and service providers for facilities and equipment helped to keep operational costs lower. Other colleges indicated high enrollments combined with the use of adjunct faculty contributed to lower unit costs. Overall, the colleges reported more benefits of their programs, including revenues, than program expenses.

Program Quality: Colleges concur that approval by the Office of the State Fire Marshall (OSFM) for fire science courses is a primary indicator of quality in Illinois. The majority of colleges reporting indicated having OSFM approval for courses within their certificate and/or degree programs, and several reported having articulated their programs with OSFM certification requirements. In addition, several districts indicated having developed courses and programs based on local fire department requirements. Common strengths identified by the colleges for their fire science programs included knowledgeable and experienced faculty, strong support from local fire departments, agencies and service providers, and updated curriculum as outlined by the OSFM. Several common weaknesses included the lack of flexibility in scheduling courses, need for facility and equipment upgrades (such as fire training buildings and fire trucks), and the need to integrate technology into the classroom.

One notable quality improvement in this program area included Southeastern Illinois College's recent addition of an A.A.S. in Fire Science through a partnership with the Illinois Fire Science Institute at the University of Illinois-Urbana/Champaign. The arrangement will not only allow Southeastern to capitalize on facilities and equipment for their program but also to serve as a regional training center for the State Fire Marshall.

Building/Property Maintenance/Management
Programs that prepare individuals to provide maintenance and repair services to commercial, industrial and some residential structures This includes instruction in general maintenance and repair as well as applicable laws and regulations.

Number of Colleges Offering Training	**14**
2002 Follow-up respondents employed or continuing education	**82.1%**
2002 Follow-up respondents working full-time	**96.9%**
2002 Follow-up respondents working in related jobs	**59.4%**

Results of This Year's Program Review: Twelve community college programs in building and property maintenance management will be continued with minor improvements, and three will be discontinued.

Program Need: According to employment projections from the Illinois Department of Employment Security, statewide employment forecasts for careers related to training in Building and Property Maintenance are positive. Job growth for Property, Real Estate, and Community Association Managers is expected to increase by 14.55% between 2000 and 2010, providing a projected 1,362 job openings. These occupations are experiencing faster growth than the statewide projected rate of 11.96%. The three colleges that chose to discontinue programs indicated their decisions were based on budget constraints and declining enrollments.

Program Cost: The colleges that indicated they will continue Building and Property Maintenance programs report that these programs often run slightly above divisional unit costs, mostly due to increasing costs related to equipment upgrades and replacement. However, colleges employ several efforts to keep costs under control. These include seeking donations from major industry suppliers, supporting growth-driven needs with other grant funds, and stepping-up recruitment activities in order to increase enrollments.

Program Quality: Common strengths in Building and Property Maintenance programs, as reported by the colleges, include well-qualified faculty members who actively participate in recruiting events, dedicated business partners willing to serve on advisory committees, updated equipment used in practical instruction, diverse employment options for program graduates, and established articulation agreements with secondary schools and university programs. Weaknesses include small program populations, the constant need for updated lab equipment, and a lack of entry-level employment opportunities for program graduates.

Construction Specialties
Programs that prepare individuals for a specialty area within construction, this includes construction building inspection, cement masonry, glazing, and paint and paperhanging programs.

Number of Colleges Offering Training	**12**
2002 Follow-up respondents employed or continuing education	**NA**
2002 Follow-up respondents working full-time	**NA**
2002 Follow-up respondents working in related jobs	**NA**

Results of This Year's Program Review: Eleven community college programs in *Construction/ Building Inspection, Cement Masonry, Glazing,* and *Paint and Paperhanging* will be continued with minor improvements, and two will be discontinued.

Program Need: Employment forecasts for careers related to training in these areas is positive. According to statewide forecasts by the Illinois Department of Employment Security, between 2000 and 2010:

- Job growth in Brick Mason careers is expected to increase by 12.85%, providing an estimated 1,385 new job openings;
- Job growth in Cement Mason careers is expected to rise by 3.88%, providing an estimated 224 new job openings;
- Job growth in Glazier careers is expected to rise by 13.61%, providing an estimated 150 new job openings;
- Job growth in Construction Painter careers is expected to rise by 10.32%, providing an estimated 1,720 new job openings;
- Job growth in Paperhanger careers is expected to rise by 8.77%, providing an estimated 145 new job openings;
- Job growth in Construction/Building Inspection careers is expected to rise by 1.53%, providing an estimated 23 new job openings;

The majority of colleges reported steady or increasing enrollments and positive job placements. Only one college reported plans to discontinue the programs based on low enrollments.

Program Cost: College with continuing programs indicated that they are cost effective. Colleges noted that since these programs do not require specialized equipment, and professionals from the field are often utilized as adjunct faculty, unit costs can be kept down. Also, programs are flexible, and can be quickly expanded or contracted depending on the needs of the local communities

Program Quality: Common program strengths for all construction specialty areas as reported by the colleges include dedicated and well-qualified full-time faculty members, strong relationships with professional associations that include funding of scholarships, short-term certificate options designed to meet the specific needs of students, and active and supportive advisory committees. Weaknesses include changing emphasis in some communities from building projects to maintenance work, and the fluctuating impact of reduced budgets on local municipality building budgets.

Summary of Analyses of Career and Technical Education Program Reviews and Recommendations

During fiscal year 2003, the career and technical education programs reviewed by the colleges remain strong as evidenced by information related to program need, program cost-effectiveness, and program quality. Career and technical education program review summaries for this year provided strong evidence that the colleges are utilizing their resources as effectively as possible. Colleges consistently indicated that sharing faculty, instructional space, equipment and other resources as appropriate contributed to the quality and cost-effectiveness of their programs. Common strengths identified by many of the colleges in their career and technical areas included a highly knowledgeable and qualified faculty, connections to business and industry, and active and involved advisory committees. Common weaknesses were lack of adequate instructional space, and out-of-date equipment and/or technology. One challenge identified by several colleges, specifically those with training programs leading students towards a credentialing exam, was inability to track student credential attainment. Several colleges used the ICCB Performance Enhancement Grant to

supplement student tracking of credential attainment through improving their data and record-keeping systems, as well as maintenance policies and procedures.

From this year's review summaries it is easy to see how affected community college career and technical education programs are by their local labor market. In many instances programs continue to thrive with only minor improvements based on changes in local need. In others, colleges are being faced with reorganizing or eliminating programs that were anticipated to thrive under typical labor market conditions. As the economy continues to stall, our community colleges continue to strive towards meeting their communities interests and needs, as well as offering new and emerging educational opportunities to students.

Summary and Conclusions

This report highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their Accountability/Program Review Reports for fiscal year 2003. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner.

The Illinois Community College Board *Fiscal Year 2003 Accountability and Productivity Report* provides analyses of program reviews in five academic disciplines; 11 occupational program areas; and Adult Education and Family Literacy, English as a Second Language, and Developmental Education. Highlights of the findings of the reports follow:

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

- During fiscal year 2003, colleges reviewed a total of 150 academic disciplines, 54 adult and developmental education and English as a Second Language programs, and 889 career and technical programs.

- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included developing a mentoring program for new faculty, ensuring consistency between full-time and part-time faculty in student assessment, providing alternatives in the delivery of instruction, seeking diversity in faculty recruitment, and continuing to internationalize general education.

- Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need for the programs continues, with particular growth noted in the need for ESL programs. Most colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served. Commonly noted program strengths included experienced and dedicated faculty and staff, flexible class

schedules and formats, multiple instructional sites, and access to student support services. Commonly noted program concerns included the need for more full-time staff and the need for additional staff to provide more intensive follow-up services for students. A common focus for quality improvements was on providing support to transition students to college-level courses and track their success.

- As a result of reviews of career and technical programs, 668 programs were continued with minor improvements, 63 programs were significantly modified, 109 programs were identified for elimination, and 49 programs were scheduled for further review during the coming year.

- The most commonly identified strengths for career and technical programs were well-qualified faculty, active advisory committees, strong student organizations, external accreditation (where applicable), industry and local partnerships, and placement of program completers. The most common weaknesses were low enrollments, low completions, the need to continually upgrade and/or replace curricula and equipment to keep pace with changing technologies, and the need to provide more flexible scheduling options.

Program review has been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. However, the demand for institutional accountability for student learning outcomes has intensified at the state and national level, leading to the development of external systems to measure the performance and effectiveness of postsecondary programs and services. For example, the Department of Education, Office of Vocational and Adult Education, requires colleges to report annual progress toward meeting performance goals for career and technical programs, and this year, the Illinois Board of Higher Education has implemented a system of performance indicators as part of the annual *Results Report* as well as a requirement that all academic programs systematically assess student learning and use the results to improve programs. Program review needs to be the mechanism that brings all of this information together for use in an evaluation of programs and services that leads to continuous improvement.

Recommendations: As a result of the findings in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003,* the following is recommended:

1. **An assessment component that provides evidence of student learning and use of that information for continuous program improvement should be added to program review summaries that are submitted to ICCB, beginning in fiscal year 2004.**

2. **To ensure that the program review process continues to be a major accountability tool for Illinois community colleges, during fiscal year 2004 ICCB staff should convene a work group to examine the process and make recommendations enhance the process to provide increased accountability and to reduce duplicative reporting. Particular attention should be given to inclusion of key data required for multiple accountability initiatives and the identification of additional measures of student success.**

Conclusion. The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003* provides evidence that Illinois' comprehensive community colleges play a vital role in

the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services. As enrollments increase and fiscal constraints continue, the colleges have implemented strategies to maintain their level of service to their districts. The content of the reports affirms that Illinois community colleges continue to play an essential role in preparing the well-educated, high-skilled citizenry the state must have to strengthen the economy and support a desirable living environment.

Appendix A

COMMUNITY COLLEGE PROGRAM REVIEW SUMMARY TABLES

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2003			
College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Black Hawk	29	1	2
Chicago			
Daley	10	8	3
Kennedy-King	12	0	0
Malcolm X	18	3	3
Olive-Harvey	10	2	2
Truman	3	3	1
Washington	2	8	0
Wright	4	6	4
Danville	10	1	1
DuPage	41	12	2
Elgin	33	2	0
Harper	22	2	1
Heartland	3	5	0
Highland	10	2	0
IL Central	20	6	0
Illinois Eastern			
Frontier	11	1	4
Lincoln Trail	15	1	4
Olney	9	1	4
Wabash	8	1	4
IL Valley	7	4	4
Joliet	23	0	1
Kankakee	14	0	0
Kaskaskia	27	3	0
Kishwaukee	10	3	0
Lake County	26	5	0
Lake Land	12	2	1

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 2003

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed
Lewis & Clark	29	2	1
Lincoln Land	29	1	1
Logan	13	2	0
McHenry	16	8	0
Moraine Valley	16	0	0
Morton	7	5	0
Oakton	22	1	1
Parkland	19	1	0
Prairie State	24	3	0
Rend Lake	7	0	3
Richland	21	1	3
Rock Valley	51	10	0
Sandburg	19	0	0
Sauk Valley	16	0	0
Shawnee	17	1	0
South Suburban	46	0	0
Southeastern	22	2	0
Southwestern	39	6	1
Spoon River	6	0	0
Triton	31	2	0
Waubonsee	34	3	2
Wood	16	1	1
TOTALS	889	131	54

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2003 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Black Hawk	29	9		11	9
Chicago					
Daley	10	7		3	
Kennedy-King	12	6	1	5	
Malcolm X	18	5	5	8	
Olive-Harvey	10	5		2	3
Truman	3	1			2
Washington	2	2			
Wright	4	3	1		
Danville	10	9		1	
DuPage	41	37	4		
Elgin	33	16	15	2	
Harper	22	20	2		
Heartland	3	3			
Highland	10	7		3	
Illinois Central	20	18	2		
Illinois Eastern					
Frontier	11	9		2	
Lincoln Trail	15	8	1	6	
Olney	9	7		2	
Wabash Valley	8	6		2	
Illinois Valley	7	6	1		
Joliet	23	22		1	
Kankakee	14	12		2	
Kaskaskia	27	25		1	1
Kishwaukee	10	9	1		
Lake County	26	19	2	1	4
Lake Land	12	12			
Lewis & Clark	29	25			4

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2003 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Lincoln Land	29	16	5	5	3
Logan	13	12		1	
McHenry	16	14			2
Moraine Valley	16	16			
Morton	7	7			
Oakton	22	22			
Parkland	19	10	8	1	
Prairie State	24	17	2	5	
Rend Lake	7	4		3	
Richland	21	13	4	2	2
Rock Valley	51	14	7	30	
Sandburg	19	18			1
Sauk Valley	16	16			
Shawnee	17	13		2	2
South Suburban	46	38			8
Southeastern	22	22			
Southwestern	39	37		2	
Spoon River	6	2			4
Triton	31	20	2	5	4
Waubonsee	34	33		1	
Wood	16	16			
TOTALS	889	668	63	109	49

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2003

District/College	Program Title	CIP
Black Hawk	Technical Communications AAS	231101
	Technical Communications Cert.	231101
	Respiratory Therapy AAS	510908
	Management - Office Manager Option AAS	520201
	Management - Marketing Management Option AAS	520201
	Management - Industrial Management Option AAS	520201
	Management - Human Resources Option AAS	520201
	Legal Services AAS	520403
	Computer Technology Basic Cert.	520407
	Computer Technology Adv. Cert.	520407
	Computer Technology Cert.	520407
CCC - Daley	Materials Management Cert.	520203
	Office Information Systems AAS	520401
	Building Maintenance Cert.	460401
CCC - Kennedy King	Chef Training I Cert.	120503
	Entree Preparation Cert.	120503
	Banquet Prep Cert.	120503
	Culinary Skills Cert.	120503
	Culinary Arts II Cert.	120503
CCC - Malcolm X	Food Management Asst. AAS	120504
	Food Service Sanitation Cert.	200401
	Office Information System AAS	520401
	Secretarial Cert.	520401
	Secretarial / Administrative Asst. Cert.	520401
	Word Processing Cert.	520401
	Word Processing Mgt. Cert.	520401
	Word / Info. Process Operations Cert.	520401
CCC - Olive Harvey	Respiratory Therapy Tech. Cert.	510908
	Administrative Assistant / Secretarial AAS	520401
Danville	Desktop Publishing Office Personnel AAS	520407

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2003

District/College	Program Title	CIP
Elgin	Fire Science & Safety Cert.	430201
Elgin	Fire Officer II Cert.	430201
Highland	Business Management Cert.	520204
	Stenographer Receptionist Cert.	520401
	Hospitality Management AAS	120504
IECC - Frontier	Clerical Cert.	520402
	Administrative Support AAS	520402
IECC - Lincoln Trail	Building Maintenance AAS	460401
	Clerical Cert.	520401
	Administrative Support AAS	520401
	Clerical Management AAS	520401
	Micro Computer Business Systems AAS	520407
	Secretarial AAS	520402
IECC - Olney	Clerical Cert.	520402
	Administrative Support AAS	520402
IECC - Wabash Valley	Clerical Cert.	520402
	Administrative Support AAS	520402
Joliet	Shorthand Cert.	520401
Kankakee	Administrative Asst. - Legal emphasis AAS	520401
	Administrative Asst. - Medical emphasis AAS	520401
Kaskaskia	Total Quality Improvement AAS	520201
Lake County	Civil Technology - Environmental Option AAS	150201
Lincoln Land	Civil & Environmental Engineering Technology AAS	150201
	Supervisory Management AAS	520201
	Stenographer Certificate	520401
	Certified Professional Secretary AAS	520402
	Clerical Assistant/Receptionist Cert.	520406
John A. Logan	Diagnostic Medical Sonography AAS	510910
Parkland	Materials Management Cert.	520203
Prairie State	Office Assistant Cert.	520401

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Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2003

District/College	Program Title	CIP
	Word Processing Asst. Cert.	520401
Prairie State	Secretarial Science AAS	520401
	Word Processing Cert.	520401
	Secretarial Science - Clerk Stenographer Cert.	520401
Rend Lake	Fire Science AAS	430202
	Basic Fire Fighter Cert.	430202
	Fire Officer I Cert.	430202
Richland	Office Technology Cert.	520401
	Computer Information Systems Cert.	520407
Rock Valley	Business Fundamentals II Cert.	520201
	Business Fundamentals VI Cert.	520201
	Consumer Fundamentals III	520201
	Management AAS	520201
	Management Cert.	520201
	Management Fundamentals Cert.	520201
	Management Supervision Cert.	520201
	Purchasing Cert.	520203
	Basic Purchasing Cert.	520203
	Advanced Purchasing Cert.	520203
	Basic Trans./ Dist. Cert.	520203
	Trans./Dist. Cert.	520203
	Advanced Transportation Cert.	520203
	Materials Management AAS	520203
	Production & Inventory Control Cert.	520203
	Basic Production & Inventory Control Cert.	520203
	Advanced Production & Inventory Control Cert.	520203
	Information Processing Cert.	520401
	Information Processing AAS	520401
	Secretarial AAS	520401
	Personal Computer Skills Cert.	520407

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2003

District/College	Program Title	CIP
	Intermediate PC Skills Cert.	520407
Rock Valley	Multimedia Cert.	520407
	Multimedia Design Cert.	520407
	Coding Cert.	520402
	Health Care Associate Cert.	520402
	Health Unit Coordinating Cert.	520402
	Technical Writing AAS	231101
	Glaziers Apprenticeship Cert.	460406
	Painters - Decorators Apprentice Cert.	460408
Triton	Dental Lab Technician AAS	510603
	Dental Lab Technician Cert.	510603
	Nuclear Medicine Technician Cert.	510905
	Court Convention Reporting AAS	520405
	Court Convention Reports Cert.	520405
Shawnee	Dietary Manager Cert.	200404
	Power Systems Tech AAS	460401
Southwestern	Respiratory Care Tech AAS	510908
	Cosmetology Cert.	120403
Waubonsee	Respiratory Therapy AAS	510908

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